BOWDOIN COLLEGE

CATALOGUE FOR 1981-1982

BRUNSWICK, MAINE

August 1981

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CATALOGUE FOR 1981-1982

BRUNSWICK, MAINE

August 1981

In its employment and admissions practices Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, marital status, religion, creed, ancestry, national and ethnic origin, physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in its course offerings, degree requirements, regulations, procedures, and charges.

Bowdoin College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Contents

COLLEGE CALENDAR v

THE PURPOSE OF THE COLLEGE 1

HISTORICAL SKETCH 3

OFFICERS OF GOVERNMENT 7

OFFICERS OF INSTRUCTION 15

ADJUNCT FACULTY 27

OFFICERS OF ADMINISTRATION 28

CAMPUS AND BUILDINGS 33

GENERAL INFORMATION 49

ADMISSION TO THE COLLEGE 52

SCHOLARSHIPS, LOANS, AND FINANCIAL AID 58

THE CURRICULUM 99

COURSES OF INSTRUCTION 109

- AFRO-AMERICAN STUDIES 109
- ART 111
- BIOLOGY 119
- CHEMISTRY 123
- CLASSICS 127
- ECONOMICS 130
- EDUCATION 136
- ENGLISH 137
- ENVIRONMENTAL STUDIES 143
- GEOLOGY 145
- GERMAN 146
- GOVERNMENT AND LEGAL STUDIES 149
- HISTORY 154
- INDEPENDENT LANGUAGE STUDY 163
- INTERDEPARTMENTAL MAJORS 163
- INTERDEPARTMENTAL STUDIES 165
- MATHEMATICS 166

MUSIC 173
PHILOSOPHY 179
PHYSICS AND ASTRONOMY 184
PSYCHOLOGY 188
RELIGION 192
ROMANCE LANGUAGES 196
RUSSIAN 201
SOCIOLOGY AND ANTHROPOLOGY 203

PHYSICAL EDUCATION AND ATHLETICS 210

HAWTHORNE-LONGFELLOW LIBRARY 212

MUSEUM OF ART 229

PERFORMING ARTS 232

STUDENT LIFE AND ACTIVITIES 236

CAREER SERVICES 242

LECTURESHIPS 243

PRIZES AND DISTINCTIONS 246

RESEARCH, EDUCATIONAL, AND CONFERENCE FACILITIES 261

DEGREES CONFERRED 264

APPOINTMENTS, PRIZES, AND AWARDS 269

ALUMNI ORGANIZATIONS 279

INDEX 283

College Calendar

1981 180th Academic Year

August 26, Wednesday. Rooms ready for occupancy.

August 26, Wednesday. Welcome for freshmen.

August 26-August 31, Wednesday-Monday. Orientation.

August 31, Monday. Fall semester begins at 8:00 A.M. All students required to be in residence. Freshman registration.

September 1, Tuesday. Opening of College Convocation. Upperclass registration.

September 2, Wednesday. First classes of the fall semester.

September 25, Friday. James Bowdoin Day.

September 26, Saturday. Parents' Day.

October 10, Saturday. Homecoming.

October 14, Wednesday. Fall vacation begins at the end of morning classes.

October 19, Monday. Fall vacation ends, 8:00 A.M.

November 25, Wednesday. Thanksgiving vacation begins at the end of morning classes.

November 30, Monday. Thanksgiving vacation ends, 8:00 A.M.

November 30, Monday. Last day for filing applications for scholarship aid during the spring semester.

December 9-13, Wednesday-Sunday. Reading period (at the option of each instructor).

December 14-21, Monday-Monday. Fall semester examinations.

1982

January 20, Wednesday. First classes of the spring semester, 8:00 A.M.

January 28, Thursday. Winter meetings of the Governing Boards.

March 19, Friday. Spring vacation begins at the end of morning classes.

April 5, Monday. Spring vacation ends, 8:00 A.M.

April 5, Monday. Last day for filing applications for scholarship aid for the 1982-1983 academic year.

April 30, Friday. Last day for filing applications for graduate scholarships.

May 8-13, Saturday-Thursday. Reading period (at the option of each instructor).

May 14-20, Friday-Thursday. Spring semester examinations.

May 27, Thursday. Stated meetings of the Governing Boards.

May 29, Saturday. The 177th Commencement Exercises.

1982 181st Academic Year

August 25, Wednesday. Rooms ready for occupancy.

August 25-30, Wednesday-Monday. Orientation.

August 30, Monday. Fall semester begins at 8:00 A.M. All students required to be in residence. Freshman registration.

August 31, Tuesday. Opening of College Convocation.

September 1, Wednesday. First classes of the fall semester.

October 1, Friday. James Bowdoin Day.

October 2, Saturday. Parents' Day.

October 13, Wednesday. Fall vacation begins at the end of morning classes.

October 16, Saturday. Homecoming.

October 18, Monday. Fall vacation ends, 8:00 A.M.

November 24, Wednesday. Thanksgiving vacation begins at the end of morning classes.

November 29, Monday. Thanksgiving vacation ends, 8:00 A.M.

December 8-12, Wednesday-Sunday. Reading period (at the option of each instructor).

December 13-20, Monday-Monday. Fall semester examinations.

1983

January 19, Wednesday. First classes of the spring semester, 8:00 A.M.

March 18, Friday. Spring vacation begins at the end of morning classes.

April 4, Monday. Spring vacation ends, 8:00 A.M.

May 7-12, Saturday-Thursday. Reading period (at the option of each instructor).

May 13-19, Friday-Thursday. Spring semester examinations.

May 28, Saturday. The 178th Commencement Exercises.

1981

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The Purpose of the College

Bowdoin College believes strongly that there is an intrinsic value in a liberal arts education, for the individual student, for the College as an institution, and for society as a whole. Historically, the arrangement of courses and instruction that combine to produce liberal arts education has changed and doubtless it will continue to change, but certain fundamental and underlying goals remain constant.

It is difficult to define these goals without merely repeating old verities, but certain points are critical. The thrust of a liberal arts education is not the acquisition of a narrow, technical expertise; it is not a process of coating young people with a thin veneer of "civilization." That is not to say that liberal arts education in any way devalues specific knowledge or the acquisition of fundamental skills. On the contrary, an important aspect of sound liberal arts education is the development of the power to read with critical perception, to think coherently, to write effectively, to speak with force and clarity, and to act as a constructive member of society. But liberal arts education seeks to move beyond the acquisition of specific knowledge and skills toward the acquisition of an understanding of man, nature, and the interaction of the two and toward the development of a characteristic style of thought which is informed, questioning, and marked by the possession of intellectual courage. When defined in terms of its intended product, the purpose of the College is to train professionally competent people of critical and innovative mind, who can grapple with the technical complexities of our age and whose flexibility and concern for humanity are such that they offer us a hope of surmounting the increasing depersonalization and dehumanization of our world. The College does not seek to transmit a specific set of values; rather, it recognizes a formidable responsibility to teach students what values are and to encourage them to develop their own.

Liberal arts education is, in one sense, general, because it is concerned with many different areas of human behavior and endeavor, many civilizations of the world, many different aspects of the human environment. It seeks to encourage the formation of habits of curiosity, rigorous observation, tolerant understanding, and considered judgment, while at the same time fostering the development of varied modes of communicative and artistic expression. This concern for breadth and for the appreciation of varying modes of perception is combined with a commitment to study some particular field of learning in sufficient depth to ensure relative mastery of its content and methods. In short, a liberal arts education aims at fostering the development of modes of learning, analysis, judgment, and expression which are essential both to subsequent professional training and to the on-going process of self-

education by which one refines one's capacity to function autonomously as an intellectual and moral being.

To achieve these goals, the individuals who teach at the College must strive constantly to live up to their commitment in their course offerings; likewise students must have an equal commitment to do so in their course selections. The commitment is a collective one on the part of the entire college community. Each of the academic components of the College is under a heavy obligation to make its field of study accessible in some manner to the entire student body and to satisfy the needs of the nonmajor as well as those of the specialist.

The College is not and should not be a cloister or monastic retreat from the problems of the world. Rather, the College is a collection of people deeply and passionately involved in their community, their nation, and their world. When liberal arts education is faithful to its mission, it encourages and trains young people who are sensitive to the crucial problems of our time and who have the kind of mind and the kind of inspiration to address them fearlessly and directly. This is its goal and the standard by which it should be judged.

A statement prepared by the Faculty-Student Committee on Curriculum and Educational Policy, 1976.

Historical Sketch

Bowdoin College was established by charter from the General Court of Massachusetts on June 24, 1794, after repeated petitions to the commonwealth by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Various names for the new institution were considered; the choice of "Bowdoin" was influenced both by a desire to honor the late distinguished governor of the commonwealth, James Bowdoin II, and by intimations received from his son, James Bowdoin III, of a substantial gift toward endowment. Brunswick was selected as the site for the College in 1796, but the erection of a building to house the College was not accomplished until 1802 because it had been difficult to convert into cash the lands that had been granted by the General Court. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day Bowdoin began its active educational life with eight students and one faculty member in addition to the president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was a distinguished diplomat, statesman, and gentleman of broad culture; and the inheritance of his extensive library, his scientific instruments, and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's secretary of the treasury; Franklin Pierce (1824), fourteenth president of the United States; Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825; and John Brown Russwurm, of the Class of 1826, Bowdoin's first black graduate, publisher, and governor of the colony of Maryland in Liberia at the time of his death in 1851.

In 1820 the College established a medical school, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and,

to a lesser extent, elsewhere. It is believed that two members of the Class of 1849 were the first black doctors to receive medical degrees in the United States. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the school.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth was slow and steady. Social fraternities appeared on the campus in the 1840s, followed by organized athletics in the late 1850s. *The Bowdoin Orient,* which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin*. During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris's short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and governor of the state for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an engineering school in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), who led the first expedition to reach the North Pole.

President Chamberlain, for all his great services to college, state, and nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two-year interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915 and the endowment rose from $378,273 to $2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirit

of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty members as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and increasingly respected status as a countrywide college. Physical facilities were improved and increased. The faculty grew from thirty-two to eighty-one; enrollment, from 400 to double that figure; and endowment, from $2,473,451 to $12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. During his fifteen-year tenure, Bowdoin met the rapidly changing demands of society and students by adopting curricular innovations, expanding the size of its faculty, and improving its facilities at a faster pace than during any comparable period in its history. It was during these years that Bowdoin thoroughly revised its curriculum, extended honors work to all gifted students, introduced independent study courses, initiated an undergraduate research fellowship program, and started its pioneering Senior Year Program. To accomplish these academic improvements, the College expanded the size of its faculty by over a third, to 109, and raised salaries to a level which has enabled it to continue attracting and retaining outstanding teachers. The value of the College's plant showed a similar dramatic increase. Dayton Arena, Morrell Gymnasium, Chamberlain Hall, Wentworth Hall, Coles Tower, Coleman Hall, Gibson Hall, and Hawthorne-Longfellow Library were constructed. Pickard Theater was constructed in Memorial Hall; Massachusetts Hall, Hubbard Hall, and three dormitories were renovated; and the Moulton Union and Dudley Coe Infirmary were enlarged.

President Coles resigned at the end of 1967. Following the acting presidency of Athern P. Daggett, Roger Howell, Jr., a member of Bowdoin's Class of 1958, Rhodes scholar, and chairman of the Department of History, became the tenth president of the College on January 1, 1969. Only thirty-two at the time of his election, Dr. Howell had already achieved international eminence as a scholar of British history.

Under his leadership Bowdoin expanded its curriculum to include Afro-American studies, a major in biochemistry, and courses concerned with the environment. In 1970 it admitted women undergraduates and began an expansion of its enrollment from 950 to 1,350. Other accomplishments included the development of a highly sophisticated computing center, an increase in student representation in the governance of the College, and the successful start of a ten-year, $37,775,000 fund-raising campaign.

President Howell resigned on June 30, 1978, and returned to full-time teaching at the College. Willard F. Enteman, provost of Union College, was inaugurated Bowdoin's eleventh president on September 22, 1978.

Dr. Enteman resigned on December 31, 1980, and Professor A. LeRoy Greason became Bowdoin's acting president on January 1, 1981. Dr. Greason, a member of the Department of English since 1952, had served previously as dean of students and dean of the college.

On July 24, 1981, Dr. Greason was elected Bowdoin's twelfth president.

Officers of Government

PRESIDENT OF THE COLLEGE

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard). President of the College.

THE PRESIDENT AND TRUSTEES

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington). Chairman. Elected Overseer, 1962; elected Trustee, 1974. First term expires 1982.

Rosalyne Spindel Bernstein, A.B. (Radcliffe). Elected Overseer, 1973; elected Trustee, 1981. First term expires 1989.

Leonard Wolsey Cronkhite, Jr., A.B. (Bowdoin), M.D. (Harvard), LL.D. (Bowdoin, Northeastern), L.H.D. (Curry). Elected Overseer, 1969; elected Trustee, 1970. Term expires 1994.

David Watson Daly Dickson, A.B. (Bowdoin), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975. First term expires 1983.

William Plummer Drake, A.M., LL.D. (Bowdoin). Elected Overseer, 1955; elected Trustee, 1970. Term expires 1988.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard). President of the College, ex officio. Elected 1981.

Roscoe Cunningham Ingalls, Jr., B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973. Term expires 1989.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine). Elected Overseer, 1972; elected Trustee, 1979. First term expires 1985.

William Butler Mills, A.B. (Bowdoin), LL.B. (George Washington), A.M. (Syracuse), LL.D. (Bowdoin). Elected Overseer, 1965; elected Trustee, 1975. Term expires 1982.

Jotham Donnell Pierce, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1963; elected Trustee, 1976. First term expires 1984.

Everett Parker Pope, B.S., A.M. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977. First term expires 1985.

Winthrop Brooks Walker, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970. Term expires 1990.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard). Elected Overseer, 1966; elected Trustee, 1981. First term expires 1989.

TRUSTEES EMERITI

John Lincoln Baxter, A.B., A.M., LL.D., (Bowdoin). Elected Overseer, 1941; elected Trustee, 1954; elected emeritus, 1972.

James Stacy Coles, B.S. (Mansfield), A.B., A.M., Ph.D. (Columbia), D.Sc. (New Brunswick), LL.D. (Brown, Maine, Colby, Columbia, Middlebury, Bowdoin), Sc.D. (Merrimack). President of the College, 1952-1967; elected emeritus, 1977.

Sanford Burnham Cousins, A.B., LL.D. (Bowdoin). Elected Overseer, 1950; elected Trustee, 1959; elected emeritus, 1974.

Leland Matthew Goodrich, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Sc.D. (Bowdoin), LL.D. (Columbia). Elected Overseer, 1961; elected Trustee, 1966; elected emeritus, 1975.

Alfred Shirley Gray, A.B. (Bowdoin), B.B.A. (Boston University), LL.D. (Bowdoin). Elected Overseer, 1954; elected Trustee, 1961; elected emeritus, 1972.

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine), Litt.D. (Bowdoin). President of the College, 1969-1978; elected emeritus, 1978.

George Basil Knox, B.S. (Bowdoin), M.B.A. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1972; elected emeritus, 1975.

William Curtis Pierce, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Vice President. Elected Overseer, 1962; elected Trustee, 1967; elected emeritus, 1981.

Benjamin Robert Shute, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1953; elected Trustee, 1959; elected emeritus, 1977.

Vincent Bogan Welch, A.B. (Bowdoin), J.D. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1972; elected emeritus, 1980.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury), Secretary. Elected 1977.

THE BOARD OF OVERSEERS

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), President. Elected Overseer, 1974. Term expires 1986.

Robert Chamberlain Porter, A.B. (Bowdoin), LL.B. (Pennsylvania), Vice President. Elected Overseer, 1975. Term expires 1987.

Neal Woodside Allen, Jr., A.B. (Bowdoin), A.M., Ph.D. (Harvard). Elected Overseer, 1972. Term expires 1984.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970. Term expires 1984.

Richard Kenneth Barksdale, A.B. (Bowdoin), A.M. (Syracuse), A.M., Ph.D. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1974. Term expires 1986.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury), Secretary of the President and Trustees, ex officio.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970. Term expires 1985.

William Smith Burton, B.S. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1971. Term expires 1986.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976. First term expires 1982.

Karen Fell Clift, A.A. (Pine Manor), A.B. (Bowdoin). Elected Overseer, 1979. First term expires 1985.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1977. First term expires 1983.

Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973. Term expires 1985.

Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970. Term expires 1985.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974. Term expires 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College). Elected Overseer, 1980. First term expires 1986.

Honorable Joseph Lyman Fisher, B.S. (Bowdoin), A.M., Ph.D. (Harvard), Sc.D. (Bowdoin), LL.D. (Allegheny), L.H.D. (Starr King School of Ministry). Elected Overseer, 1970. Term expires 1985.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976. First term expires 1982.

Paul Edward Gardent, Jr., B.S. (Bowdoin). Elected Overseer, 1975. Term expires 1987.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973. Term expires 1985.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard). President of the College, ex officio.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975. Term expires 1987.

William Harris Hazen, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1981. First term expires 1987.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M. (Yale). Elected Overseer, 1969. Term expires 1983.

Caroline Lee Herter. Elected Overseer, 1976. First term expires 1982.

Reverend Judith Linnea Anderson Hoehler, B.A. (Douglass), M.Div. (Harvard). Elected Overseer, 1980. First term expires 1986.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970. Term expires 1984.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (University of Texas, Austin). Elected Overseer, 1975. Term expires 1987.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971. Term expires 1986.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970. Term expires 1986.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia). Elected Overseer, 1976. First term expires 1982.

Herbert Mathew Lord, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980. First term expires 1986.

Malcolm Elmer Morrell, Jr., A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974. Term expires 1986.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979. First term expires 1985.

Robert Warren Morse, B.S. (Bowdoin), Sc.M., Ph.D. (Brown), Sc.D. (Bowdoin). Elected Overseer, 1971. Term expires 1986.

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979. First term expires 1985.

John Thorne Perkin, A.B. (Bowdoin). Elected Overseer, 1973. Term expires 1985.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980. First term expires 1986.

Jean Sampson, A.B. (Smith). Elected Overseer, 1976. First term expires 1982.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976. First term expires 1982.

Carolyn Walch Slayman, A.B. (Swarthmore), Ph.D. (Rockefeller). Elected Overseer, 1976. First term expires 1982.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972. Term expires 1984.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale). Elected Overseer, 1978. First term expires 1984.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980. First term expires 1986.

OVERSEERS EMERITI

Charles William Allen, A.B. (Bowdoin), J.D. (Michigan). Elected Overseer, 1967; elected emeritus, 1976.

Charles Manson Barbour, A.B. (Bowdoin), M.D., C.M. (McGill). Elected Overseer, 1960; elected emeritus, 1977.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

Louis Bernstein, A.B., LL.D. (Bowdoin). Elected Overseer, 1958; elected emeritus, 1973.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Frank Caradoc Evans, A.B., A.M., LL.D. (Bowdoin). Elected Overseer, 1953; elected emeritus, 1974.

Roy Anderson Foulke, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1948; elected emeritus, 1973.

Nathan Ira Greene, A.B. (Bowdoin). Elected Overseer, 1964; elected emeritus, 1980.

Honorable Horace Augustine Hildreth, A.B. (Bowdoin), LL.B. (Harvard), Ed.D. (Suffolk, Boston University, Temple), D.C.L. (Peshawar University, Pakistan), LL.D. (Maine, Bowdoin). Elected Overseer, 1953; elected emeritus, 1974.

William Howard Niblock, B.S. (Bowdoin), A.M., Ed.M. (Harvard), L.H.D. (Nasson, Bowdoin). Elected Overseer, 1958; elected emeritus, 1975.

Ezra Pike Rounds, A.B. (Bowdoin). Elected Overseer, 1952; elected emeritus, 1974.

Alden Hart Sawyer, B.S., LL.D. (Bowdoin). Elected Overseer, 1954; elected Treasurer, 1967; elected emeritus, 1979.

Robert Nelson Smith, Lieutenant General (Ret.), B.S. (Bowdoin), LL.D. (Kyung Hee University, Korea). Elected Overseer, 1965; elected emeritus, 1978.

Lewis Vassor Vafiades, A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1973; elected emeritus, 1979.

Honorable Donald Wedgwood Webber, A.B. (Bowdoin), LL.B. (Harvard), L.H.D. (Bates, Defiance), LL.D. (Bowdoin, Maine). Elected Overseer, 1962; elected emeritus, 1979.

Philip Sawyer Wilder, B.S. (Bowdoin), Ed.M. (Harvard). Elected Overseer, 1971; elected emeritus, 1977.

Thomas Prince Riley, A.B. (Bowdoin), Secretary. Elected Secretary, 1955.

COMMITTEES OF THE BOARDS

Joint Standing Committees*

Academic Affairs: Mrs. Sampson; Messrs. Cronkhite, Dickson, Pierce, Allen, Green, and Hayes; Mrs. Hoehler; Mr. Hutchinson; Professors Kaster and McEwen; Thomas A. Downes '82 and one other undergraduate; one alternate.

Audit: Messrs. Pope, N. P. Cohen, and Sawyer.

* The President of the College is ex officio a member of all standing committees except the Audit Committee.

Development: Mr. Drake; Mrs. Bernstein; Messrs. Ingalls, N. P. Cohen, Emerson, Farley, French, Hazen, and Perkin; Professors Cerf and Donovan; Clifford M. Levy '82 and one other undergraduate; two alternates.

Executive: Mr. Henry, Chairman of the President and Trustees; President Greason; Mr. Brountas, President of the Board of Overseers; Chairmen Sampson (Academic Affairs), Drake (Development), Wiley (Financial Planning), Walker (Investments), R. A. Morrell (Physical Plant), and Thorne (Student Affairs); one faculty member; one undergraduate; Deborah J. Swiss '74, President of the Alumni Council.

Financial Planning: Mr. Wiley; Mrs. Bernstein; Messrs. Magee, Hupper, Kresch, Lilley, M. E. Morrell, Nicholson, and Porter; Professors Pols and Redwine; Greg L. Schumaker '82 and one other undergraduate; two alternates; a representative from the Alumni Council.

Honors: Messrs. Brountas, Cronkhite, Henry, Mills, Fisher, and Hupper; Mrs. Slayman; Professor Hazelton; one undergraduate; one alternate.

Investments: Messrs. Walker, Pope, Wiley, Farley, Gardent, Gibbons, Ireland, Porter, and Troubh; Professor Darling; Greg L. Schumaker '82 and Mark D. Totten '84.

Nominating: Messrs. Lilley, Henry, Ingalls, and Brountas; Mrs. Herter; Professor Johnson; one undergraduate; one alternate; Deborah J. Swiss '74, President of the Alumni Council.

Physical Plant: Messrs. R. A. Morrell, Pierce, Pope, Walker, Arnold, Burton, Perkins, Sawyer, and Verrill; Professors Dye and Potholm; Steven A. Cavanagh '83 and one other undergraduate; one alternate.

Student Affairs: Messrs. Thorne, Dickson, Drake, Magee, Barksdale, and Cartland; Mrs. Herter; Messrs. Lord and Morse; Professors Barker and Beckwith; John A. Miklus '82; Craig M. Olswang '82; alternate: Benjamin J. Williams, Jr. '82.

FACULTY REPRESENTATIVES

Professor Johnson (1982), Professor Pols (1983), and Professor John Turner (1984).

STUDENT REPRESENTATIVES

Trustees: Two undergraduates to be selected.

Overseers: Three undergraduates to be selected.

ALUMNI COUNCIL REPRESENTATIVES

Executive Committee: Deborah J. Swiss '74.

Trustees: David L. Cole '61 and Robert M. Farquharson '64.

Overseers: Alfred D. Nicholson '50 and J. Stephen Putnam '65.

Officers of Instruction

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), President of the College and Professor of English. (1952)*

Albert Abrahamson, A.B. (Bowdoin), A.M. (Columbia), Sc.D. (Bowdoin), George Lincoln Skolfield, Jr., Professor of Economics Emeritus. (1928)

Kenneth James Boyer, A.B. (Rochester), B.L.S. (New York State Library School), College Editor Emeritus. (1927)

Herbert Ross Brown, B.S. (Lafayette), A.M. (Harvard), Ph.D. (Columbia), Litt.D. (Lafayette, Bowdoin), L.H.D. (Bucknell), LL.D. (Maine), Professor of English and Edward Little Professor of Rhetoric and Oratory Emeritus. (1925)

Philip Meader Brown, A.B. (Brown), A.M. (Stanford), Ph.D. (Harvard), Professor of Economics Emeritus. (1934)

James Stacy Coles, B.S. (Mansfield), A.B., A.M., Ph.D. (Columbia), D.Sc. (New Brunswick), LL.D. (Brown, Maine, Colby, Columbia, Middlebury, Bowdoin), Sc.D. (Merrimack), President of the College Emeritus. (1952)

Alton Herman Gustafson, B.S. (Massachusetts), A.M., Ph.D. (Harvard), Professor of Biology Emeritus. (1946)

Daniel Francis Hanley, A.B. (Bowdoin), M.D. (Columbia), Sc.D. (Bowdoin), College Physician Emeritus. (1946)

Ernst Christian Helmreich, A.B. (Illinois), A.M., Ph.D. (Harvard), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1931)

Cecil Thomas Holmes, A.B. (Bates), A.M., Ph.D. (Harvard), Wing Professor of Mathematics Emeritus. (1925)

Myron Alton Jeppesen, B.S. (Idaho), M.S., Ph.D. (Pennsylvania State), Professor of Physics and Josiah Little Professor of Natural Science Emeritus. (1936)

Helen Buffum Johnson, Registrar Emerita. (1943)

Samuel Edward Kamerling, B.S., M.S. (New York University), Ph.D. (Princeton), Charles Weston Pickard Professor of Chemistry Emeritus. (1934)

* Date of first appointment to the faculty.

Fritz Carl August Koelln, Ph.D. (Hamburg), Professor of German and George Taylor Files Professor of Modern Languages Emeritus. (1929)

Samuel Appleton Ladd, Jr., B.S. (Bowdoin), Director of Career Counseling and Placement Emeritus. (1944)

Donovan Dean Lancaster, A.B. (Bowdoin), Director of the Moulton Union and the Centralized Dining Service Emeritus. (1927)

Eaton Leith, A.B. (Dartmouth), A.M. (Harvard), Professor of Romance Languages Emeritus. (1936)

Edith Ellen Lyon, Assistant to the College Editor Emerita. (1922)

George Hunnewell Quinby, A.B. (Bowdoin), M.F.A. (Yale), Professor of English Emeritus. (1934)

Matilda White Riley, A.B., A.M. (Radcliffe), D.Sc. (Bowdoin), Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita. (1973)

Thomas Auraldo Riley, A.B. (Bowdoin), A.M. (Yale), Ph.D. (Harvard), Professor of German Emeritus. (1939)

Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita. (1957)

Burton Wakeman Taylor, B.S. (Yale), Ph.D. (Columbia), Professor of Sociology Emeritus. (1940)

Albert Rudolph Thayer, A.B. (Bowdoin), A.M. (Emerson), Harrison King McCann Professor of Oral Communication in the Department of English Emeritus. (1924)

Philip Sawyer Wilder, B.S. (Bowdoin), Ed.M. (Harvard), Assistant to the President Emeritus. (1927)

John William Ambrose, Jr., A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature. (On leave of absence in the fall semester.) (1966)

William Henry Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Associate Professor of Mathematics. (1975)

Miriam Wagoner Barndt-Webb, A.A. (Colby Junior College), B.Mus. (Michigan), M.F.A. (Boston University), Ph.D. (Illinois), Assistant Professor of Music. (1976)

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Henry Johnson Profes-

sor of Art and Archaeology and Curator of the Winslow Homer Collection. (1936)

Robert Kingdon Beckwith, B.S. (Lehigh), M.S. (Juilliard), Professor of Music. (1953)

Ray Stuart Bicknell, B.S., M.S. (Springfield), Coach in the Department of Athletics. (1962)

Augusta Lynn Bolles, A.B. (Syracuse), M.A., Ph.D. (Rutgers), Assistant Professor of Anthropology and Director of the Afro-American Studies Program. (1980)

Barbara Weiden Boyd, B.A. (Manhattanville), M.A., Ph.D. (University of Michigan), Assistant Professor of Classics. (1980)

Gabriel John Brogyanyi, A.B. (Columbia), A.M., Ph.D. (Cornell), Associate Professor of Romance Languages. (On leave of absence.) (1968)

Franklin Gorham Burroughs, Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Associate Professor of English. (1968)

Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry. (1964)

Charles Joseph Butt, B.S., M.S. (Springfield), Coach in the Department of Athletics and Director of the Curtis Pool. (1961)

Helen Louise Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), Assistant Professor of German. (1972)

Victor L. Cahn, A.B. (Columbia), A.M., Ph.D. (New York), Assistant Professor of English. (1981)

Gerald Cardoso, A.B. (Arkansas State), A.M., Ph.D. (Nebraska), Assistant Professor of History. (1981)

Steven Roy Cerf, A.B. (Queens, CUNY), M.Ph., Ph.D. (Yale), Assistant Professor of German. (1971)

Richard Leigh Chittim, A.B. (Bowdoin), B.A., M.A. (Oxford), Wing Professor of Mathematics. (1942)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Assistant Professor of Chemistry. (1976)

Margaret Pruitt Clark, B.A. (Beloit), M.A. (Illinois), Ph.D. (Texas), Assistant Professor of Sociology. (1980)

Denis Joseph Corish, B.Ph., A.B., L.Ph. (St. Patricks College, Ireland), A.M.

(University College, Dublin), Ph.D. (Boston University), Associate Professor of Philosophy. (1973)

Thomas Browne Cornell, A.B. (Amherst), Professor of Art. (On leave of absence in the fall semester.) (1962)

Michael Richard Corson, A.B. (Bowdoin), Ph.D. (Boston University), Assistant Professor of Physics. (1980)

Herbert Randolph Coursen, Jr., A.B. (Amherst), A.M. (Wesleyan), Ph.D. (Connecticut), Professor of English. (1964)

Louis Osborne Coxe, A.B. (Princeton), Pierce Professor of English. (1955)

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (University of California, Los Angeles), Director of the Computing Center and Lecturer in Mathematics. (1965)

Joseph Anderson Dane, A.B. (Bowdoin), A.M. (Tulane), Ph.D. (Columbia), Assistant Professor of English. (1981)

Paul Gifford Darling, A.B. (Yale), A.M. (New York University), Ph.D. (Columbia), Professor of Economics. (1956)

John Chauncey Donovan, A.B. (Bates), A.M., Ph.D. (Harvard), DeAlva Stanwood Alexander Professor of Government. (1965)

Richard Forsythe Dye, A.B. (Kenyon), M.B.A., Ph.D. (Michigan), Assistant Professor of Economics. (1976)

Stephen Thomas Fisk, A.B. (University of California, Berkeley), A.M., Ph.D. (Harvard), Assistant Professor of Mathematics. (1977)

Liliane P. Floge, B.A. (City College of New York), M.Phil., Ph.D. (Columbia), Assistant Professor of Sociology. (1980)

Nancy Russell Folbre, B.A., M.A. (Texas), Ph.D. (Massachusetts), Assistant Professor of Economics. (1980)

Albert Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (University of Washington), Professor of Economics. (On leave of absence in the spring semester.) (1965)

Alain David Fresco, A.B. (Delaware), Ph.D. (Indiana), Assistant Professor of Romance Languages. (1981)

Alfred Herman Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Dean of the Faculty and Professor of Psychology. (1962)

Edward Joseph Geary, A.B. (Maine), A.M., Ph.D. (Columbia), hon. M.A.

(Harvard), Longfellow Professor of Romance Languages. (On leave of absence in the spring semester.) (1965)

William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion. (1954)

Jonathan Paul Goldstein, A.B. (State University of New York, Buffalo), Instructor in Economics. (1979)

Malcolm Goldstein, A.B., A.M. (Columbia), Assistant Professor of Music. (1978)

Peter Thomas Gottschalk, A.B., A.M. (George Washington), Ph.D. (Pennsylvania), Assistant Professor of Economics. (1977)

Beverly Naomi Greenspan, A.B. (Brown), Ph.D. (Rockefeller), Assistant Professor of Biology. (1975)

Charles Alfred Grobe, Jr., B.S., M.S., Ph.D. (Michigan), Professor of Mathematics. (1964)

Gerard Haggerty, A.B., M.F.A. (University of California, Santa Barbara), Assistant Professor of Art. (1978)

Lawrence Sargent Hall, A.B. (Bowdoin), A.M., Ph.D. (Yale), Henry Leland Chapman Professor of English Literature. (1946)

Patricia Ann Harrington, A.B. (Kalamazoo), A.M. (Chicago), Instructor in Religion. (1981)

Jeffrey Lynn Hartley, A.B. (Indiana), A.M. (Arizona State), Instructor in Psychology. (1981)

Paul Vernon Hazelton, B.S. (Bowdoin), Ed.M. (Harvard), Professor of Education. (1948)

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Assistant Professor of Psychology. (1979)

James Lee Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages. (1961)

John Clifford Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Assistant Professor of Religion. (1978)

Roger Howell, Jr., A.B. (Bowdoin), B.A., M.A., D.Phil. (Oxford), LL.D. (Nasson, Colby), L.H.D. (Maine), Litt.D. (Bowdoin), Professor of History. (1964)

John LaFollette Howland, A.B. (Bowdoin), Ph.D. (Harvard), Josiah Little Professor of Natural Sciences. (On leave of absence.) (1963)

William Taylor Hughes, B.S., A.M. (Indiana), Ph.D. (Northwestern), Professor of Physics and Astronomy. (1966)

Charles Ellsworth Huntington, A.B., Ph.D. (Yale), Professor of Biology. (1953)

Arthur Mekeel Hussey II, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology. (1961)

Katherine Rothschild Jackson, A.B. (Radcliffe), A.M. (Pennsylvania), Ph.D. (Harvard), Assistant Professor of English. (1972)

Robert Wells Johnson, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1964)

R. Martin Jones, A.B. (Hillsdale), A.M. (Eastern Michigan), Ph.D. (Southern Illinois), Director of Theater. (1981)

John Michael Karl, A.B., A.M., Ph.D. (Harvard), Associate Professor of History. (1968)

Barbara Jeanne Kaster, A.B. (Texas Western), M.Ed. (University of Texas, El Paso), Ph.D. (University of Texas, Austin), Harrison King McCann Professor of Oral Communication in the Department of English. (1973)

Charles Henry Kennedy, A.B. (Eckerd), A.M., A.M., Ph.D. (Duke), Assistant Professor of Government. (1980)

David Israel Kertzer, A.B. (Brown), Ph.D. (Brandeis), Associate Professor of Anthropology. (On leave of absence.) (1973)

Jane Elizabeth Knox, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas), Assistant Professor of Russian. (1976)

Elroy Osborne LaCasce, Jr., A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics. (1947)

John Dexter Langlois, Jr., A.B. (Princeton), A.M. (Harvard), Ph.D. (Princeton), Associate Professor of History. (On leave of absence.) (1973)

Mortimer Ferris LaPointe, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics. (1969)

Sally Smith LaPointe, B.S. Ed. (Southern Maine), Coach in the Department of Athletics. (1973)

James Spencer Lentz, A.B. (Gettysburg), A.M. (Columbia), Coach in the Department of Athletics. (1968)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (1963)

Mike Linkovich, A.B. (Davis and Elkins), Trainer in the Department of Athletics. (1954)

Burke O'Connor Long, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Professor of Religion. (On leave of absence.) (1968)

Larry D. Lutchmansingh, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art. (1974)

Benjamin Michael Mann, B.A. (University of California, Los Angeles), M.S., Ph.D. (Stanford), Assistant Professor of Mathematics. (1980)

Dana Walker Mayo, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Professor of Chemistry. (1962)

Jeanne d'Arc Mayo, B.S., M.Ed. (Boston University), Associate Trainer and Physical Therapist. (1978)

Craig Arnold McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Associate Professor of Sociology. (1975)

Charles Douglas McGee, B.S., A.M. (Northwestern), Ph.D. (Harvard), Professor of Philosophy. (On leave of absence in the spring semester.) (1963)

John McKee, A.B. (Dartmouth), A.M. (Princeton), Lecturer in Art. (On leave of absence.) (1969)

Charles Mitchell, B.A., B.Litt., M.A. (Oxford), Litt. D. (Bowdoin), Edith Cleaves Barry Professor of the History and Criticism of Art. (1980-1982)

Abelardo Morell, Jr., A.B. (Bowdoin), M.F.A. (Yale), Lecturer in Art. (1981)

Richard Ernest Morgan, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)

James Malcolm Moulton, B.S. (Massachusetts), A.M., Ph.D. (Harvard), George Lincoln Skolfield, Jr. Professor of Biology. (1952)

Jeffrey Karl Nagle, B.A. (Earlham), Ph.D. (University of North Carolina), Assistant Professor of Chemistry. (1980)

Erik Otto Nielsen, A.B., A.M. (State University of New York, Buffalo), Ph.D. (Bryn Mawr), Associate Professor of Archaeology in the Department of Classics. (1974)

Robert Raymond Nunn, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages. (1959)

Paul Luther Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Professor of History. (1966)

Ákos Östör, A.B., A.M. (Melbourne), Ph.D. (Chicago), Visiting Associate Professor of Anthropology. (1981)

David Sanborn Page, B.S. (Brown), Ph.D. (Purdue), Associate Professor of Chemistry. (1974)

Elizabeth Jayne Peak, B.A. (University of California, Santa Barbara), M.F.A. (Yale), Assistant Professor of Art. (1980)

Edward Pols, A.B., A.M., Ph.D. (Harvard), Professor of Philosophy and Kenan Professor of the Humanities. (1949)

Christian Peter Potholm II, A.B. (Bowdoin), A.M., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1970)

Nicholas Thomas Rand, A.B. (Missouri, Kansas City), A.M., M.Phil., Ph.D. (Yale), Instructor in Romance Languages. (1981)

James Daniel Redwine, Jr., A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature. (1963)

Edward Thomas Reid, Coach in the Department of Athletics. (1969)

John Cornelius Rensenbrink, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government. (1961)

Guenter Herbert Rose, B.S. (Tufts), Sc.M. (Brown), Ph.D. (University of California, Los Angeles), Assistant Professor of Psychology. (1976)

Irwin Gary Rosen, Sc.B., Sc.M., Ph.D. (Brown), Assistant Professor of Mathematics. (1980)

Daniel Walter Rossides, A.B., Ph.D. (Columbia), Professor of Sociology. (On leave of absence in the fall semester.) (1968)

Paul Andrew Roth, A.B. (Brown), A.M. (Bryn Mawr), Visiting Instructor in Classics. (Fall 1981)

Burton Rubin, A.B. (New York University), A.M. (Columbia), Associate Professor of Russian. (1965)

Lynn Margaret Ruddy, B.S. (University of Wisconsin, Oshkosh), Coach in the Department of Athletics. (1976)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater in the Department of English. (On leave of absence.) (1955)

Frank Fabean Sabasteanski, A.B. (Bowdoin), Ed.M. (Boston University), Coach in the Department of Athletics. (1946)

Paul Eugene Schaffner, A.B. (Oberlin), Ph.D. (Cornell), Assistant Professor of Psychology. (1977)

Elliott Shelling Schwartz, A.B., A.M., Ed.D. (Columbia), Professor of Music. (1964)

Carl Thomas Settlemire, B.S., M.S. (Ohio State), Ph.D. (North Carolina), Associate Professor of Biology and Chemistry. (1969)

Glenn Keith Sherer, B.S. (Muhlenberg), Ph.D. (Temple), Assistant Professor of Biology. (1980)

William Davis Shipman, A.B. (University of Washington), A.M. (University of California, Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics. (On leave of absence.) (1957)

Melinda Yowell Small, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Associate Professor of Psychology. (On leave of absence.) (1972)

Kidder Smith, A.B. (Princeton), Ph.D. (California), Assistant Professor of History. (1981)

Philip Hilton Soule, A.B. (Maine), Coach in the Department of Athletics. (1967)

Allen Lawrence Springer, A.B. (Amherst), A.M., M.A.L.D., Ph.D. (Tufts), Dean of Students and Assistant Professor of Government. (1976)

Randolph Stakeman, A.B. (Wesleyan), A.M. (Stanford), Instructor in History. (1978)

William Lee Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Associate Professor of Biology. (1975)

Clifford Ray Thompson, Jr., A.B., A.M., Ph.D. (Harvard), Professor of Romance Languages. (1961)

Joan Claire Tronto, A.B. (Oberlin), A.M., Ph.D. (Princeton), Assistant Professor of Government. (1978)

James Henry Turner, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics. (1964)

John Harold Turner, M.A. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Associate Professor of Romance Languages. (1971)

David Jeremiah Vail, A.B. (Princeton), A.M., M.Phil., Ph.D. (Yale), Associate Professor of Economics. (1970)

James Edward Ward III, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (On leave of absence in the spring semester.) (1968)

Sidney John Watson, B.S. (Northeastern), Director of Athletics. (1958)

William Collins Watterson, A.B. (Kenyon), Ph.D. (Brown), Assistant Professor of English. (1976)

Susan Elizabeth Wegner, B.A. (Wisconsin), M.A., Ph.D. (Bryn Mawr), Assistant Professor of Art History. (1980)

Roberta Meserve Weil, A.B. (Oberlin), A.M. (New York University), Lecturer in Economics. (1981)

William Bolling Whiteside, A.B. (Amherst), A.M., Ph.D. (Harvard), Frank Munsey Professor of History. (1953)

COMMITTEES OF THE FACULTY

Standing

Administrative: The President, *Chairman;* the Dean of the College, the Dean of Students, the College Physician (all ex officio); Messrs. Cerf, Darling, and Grobe, Ms. Jackson, and Mr. Nielsen; Eugene T. Price '83 and two to be selected.

Admissions and Student Aid: Mr. Christensen, *Chairman;* the Dean of the College, the Dean of Students, the Director of Admissions (ex officio), the Director of Student Aid (ex officio), the Director of Athletics (ex officio), Messrs. Burroughs, Cahn, Cerf, Hussey, and Ms. Knox; Donald P. Lombardi '82, Marcia L. Meredith '84, Peter M. Rayhill '83; alternate: Patricia J. Bauman '84.

Afro-American Studies: Mr. Rensenbrink, *Chairman;* the Dean of Students, the Director of Afro-American Studies, Messrs. M. Goldstein, Howell, McEwen, Rose, and Stakeman; five undergraduates to be selected.

Athletics: The Dean of the College, *Chairman;* the Director of Athletics, Mr. Beckwith, Ms. Clark, Messrs. Coursen and Nielsen; Rocco G. Ciocca '82, Benjamin J. Williams, Jr. '82, and one to be selected.

Budgetary Priorities: Mr. Redwine (1982), *Chairman;* Ms. Boyd (1983), Messrs. Gottschalk (1983), Mann (1982), Morgan (1984), and Page (1984); Patricia J. Bauman '84, Thomas A. Downes '82, John A. Miklus '82; alternate: Marjorie M. Alvord '82.

Computing Center: Mr. James Turner, *Chairman;* the Dean of the Faculty (ex officio), Mr. Curtis, *Secretary;* Messrs. Fisk, J. Goldstein, and Schaffner; Christopher A. Loughlin '82 and one to be selected.

Curriculum and Educational Policy: The President, *Chairman;* Mr. McEwen, *Secretary;* Mr. Butcher, Ms. Cafferty, Messrs. Pols, Schaffner, and Whiteside; Thomas J. Putnam '84 and one to be selected.

Faculty Affairs: Ms. Kaster (1983), *Chairman;* the Dean of the Faculty (ex officio), Messrs. Hazelton (1982), Holt (1983), Mayo (1984), John Turner (1982), Vail (1983), and Watterson (1982).

Faculty Research: The President, *Chairman;* the Dean of the Faculty (ex officio); Ms. Cafferty (Course Development), Mr. Christensen (Research Fund), Ms. Folbre (Surdna and Undergraduate Fellowships), Messrs. Nyhus (Development Fund) and Settlemire (Koelln and Langbein Fellowships).

Graduate Scholarships: The Dean of the College, *Chairman;* the Director of Student Aid, *Secretary;* Messrs. Cerf and Hall, Ms. Held, Messrs. Hughes and Lutchmansingh.

Human and Animal Research: The Dean of the Faculty, Messrs. Barker, LaCasce, Rossides, Steinhart, and R. S. Youmans, D.V.M.

Lectures and Concerts: Mr. Corish, *Chairman;* Messrs. Burroughs, Howell, Schwartz, and Steinhart and Ms. Watson; two undergraduates to be selected.

Library: Mr. Donovan, *Chairman;* the Librarian (ex efficio), Messrs. Corson, Fisk, Levine, and Nagle; Janet B. Belanger '82 and one to be selected.

Patent Policy: The Dean of the Faculty, Messrs. Coursen, Potholm, and James Turner.

Recording: The Dean of the College, *Chairman;* the Dean of Students, the Director of the Computing Center, Mr. Beckwith, Ms. Held, Mr. Hodge, and Ms. Tronto; two undergraduates to be selected.

Student Activities Fee: Mr. Grobe, *Chairman;* Mr. Warren, *Secretary;* Messrs. Haggerty and Karl; Stuart C. Calle '82, Theresa A. Laurie '82, Frederick F. Tuggle '82, and two to be selected.

Student Awards: Mr. Geoghegan, *Chairman;* Mmes. Barndt-Webb and Bolles and Messrs. Haggerty, Hussey, and Rose.

Student Life: The Dean of Students, *Chairman;* the Director of the Moulton Union (ex officio), the Assistant Dean of Students (ex officio), the College Counselor; Messrs. Barker and Chittim, Ms. Floge, Messrs. Geoghegan and Lutchmansingh; Rocco G. Ciocca '82, Phillippa M. Jollie '84, and three to be selected.

Special Committees

Advisory Committee to the Dean of the Faculty: Two members from each of these committees: Budgetary Priorities, Curriculum and Educational Policy, and Faculty Affairs. One tenured and one untenured member from each committee.

Committee on Committees: Mr. Hodge (1983), *Chairman;* the Dean of the Faculty (ex officio), Ms. Barndt-Webb (1982), Messrs. Howell (1982), Schaffner (1982), Settlemire (1984), and Stakeman (1982).

Environmental Studies: Mr. Steinhart, *Chairman;* Messrs. Dye, Huntington, Hussey, and Rosen; David E. Bodman '82 and Frederick F. Tuggle '82; alternate: Mark S. Johnson '82.

Fulbright Scholarship Subcommittee of the Committee on Graduate Scholarships: Mr. Karl, *Chairman;* Messrs. Johnson and Pols.

Grievance (Sex): Mr. Hodge, *Chairman;* Mr. Burroughs, Mmes. Held and Kaster, and Mr. Pols.

Medical Scholarship Subcommittee of the Committee on Graduate Scholarships: The President, *Chairman;* the Dean of the College, the College Physician, and Mr. Settlemire.

Rhodes Scholarship Subcommittee of the Committee on Graduate Scholarships: Mr. Howell, *Chairman;* Messrs. Chittim, Coxe, and Rubin.

Studies in Education: Mr. Rose, *Chairman;* Ms. Greenspan, Messrs. Hazelton, Llorente, and Sherer, Ms. Wegner, and Mr. Whiteside.

Upward Bound: Mr. Nunn, *Chairman;* the Dean of the College, Mr. Coursen, Ms. Peak, Messrs. Potholm and Thompson; two undergraduates to be selected.

Adjunct Faculty

Pamela Jean Bryer, B.S., M.S. (Rensselaer Polytechnic Institute), Teaching Fellow in Biology.

Peter Frederick Cannell, A.B. (Bowdoin), Research Associate in Biology.

Francois Carrié, Teaching Fellow in French.

Judith Forbes Cooley, A.B. (Brown), A.M. (Rhode Island), Teaching Fellow in Chemistry.

Carole Droumaguet, Teaching Fellow in French.

Siegfried Dunkel, Teaching Fellow in German.

Caroline Foote, A.B. (Bowdoin), Teaching Fellow in Chemistry.

Alan Garfield, A.B. (New Hampshire), Teaching Fellow in Biology.

Edward Smith Gilfillan III, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Lecturer in Environmental Studies and Adjunct Professor of Chemistry.

Clarence Lewis Grant, B.S., M.S. (New Hampshire), Ph.D. (Rutgers), Adjunct Professor of Chemistry.

Janet Ruth Hotham, B.S. (Merrimack), Teaching Fellow in Chemistry.

John Thomas Markert, A.B. (Bowdoin), Research Associate in Physics.

Donald William Newberg, A.B. (Amherst), A.M., Ph.D. (Harvard), Teaching Associate in Geology (Fall semester).

Robert Franc Ritchie, M.D. (Rochester), Research Associate in Biology.

Michael P. Roderick, A.B. (Maine), Theater Technician.

June Adler Vail, A.B. (Connecticut College), Director of the Dance Program and Visiting Lecturer in Dance in the Department of English (Fall 1981).

Mary-Agnes Wine, A.B., A.M. (Mount Holyoke), Teaching Fellow in Biology (Spring 1982).

Officers of Administration

GENERAL ADMINISTRATION

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), President.

Robert Carl Wilhelm, A.B. (Pomona), Ph.D. (Cornell), Dean of the College.

Alfred Herman Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Dean of the Faculty.

John Loomis Heyl, A.B. (Trinity), Vice President for Development.

Dudley Hawthorne Woodall, A.B. (Amherst), M.B.A. (Pittsburgh), Treasurer.

Allen Lawrence Springer, A.B. (Amherst), A.M., M.A.L.D., Ph.D. (Tufts), Dean of Students.

Rhoda Zimand Bernstein, A.B. (Middlebury), A.M. (New Mexico), Registrar.

Elaine Holly Shapiro, A.B. (Brandeis), Assistant Dean of Students.

Geoffrey Robert Stanwood, B.S. (Bowdoin), Assistant to the President.

Gordon Schuyler Stearns, A.B. (Bowdoin), Student Personnel Fellow.

ADMISSIONS OFFICE

William Robert Mason III, A.B. (Bowdoin), Director.

Thomas L. Deveaux, A.B. (Williams), Associate Director.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director.

Mary Genevieve O'Connell, A.B. (Bowdoin), Assistant Director.

Sammie Timothy Robinson, A.B. (Bowdoin), A.M. (Smith), Assistant Director.

Anne Wallace Wohltman, A.B. (Bowdoin), Admissions Fellow.

ATHLETICS

Sidney John Watson, B.S. (Northeastern), Director of Athletics.

BETHEL POINT MARINE RESEARCH STATION

Edward Smith Gilfillan III, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Director.

Ray Philip Gerber, B.S. (University of Miami), M.S., Ph.D. (Rhode Island), Research Associate.

Sherry Ann Hanson, A.B. (Boston University), Assistant to the Director.

BUSINESS OFFICE

Dudley Hawthorne Woodall, A.B. (Amherst), M.B.A. (Pittsburgh), Treasurer.

Thomas Martin Libby, A.B. (Maine), Associate Treasurer and Business Manager.

Rebecca Rich Waterman, B.S. (Maine), M.S. (Purdue), Assistant to the Treasurer.

Betty Mathieson Massé, Assistant to the Business Manager.

James Packard Granger, B.S. (Boston University), C.P.A., Controller.

Thomas Joseph Mallon, Accounting Office Manager.

Barbara Ann MacPhee Wyman, Assistant to the Controller.

CAREER SERVICES

Harry Knight Warren, A.B. (Pennsylvania), Director.

Ann Semansco Pierson, Coordinator for Educational Programs and Placement and Volunteer Service Programs.

Susan Deland Livesay, A.B. (Smith), Career Counselor.

Richard Alan Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Career Counselor.

CENTRALIZED DINING SERVICE

Myron Lewis Crowe, A.B. (Michigan State), Director.

Laurent Conrad Pinette, Assistant to the Director and Executive Chef.

Ezra Allen Stevens, Purchasing Agent.

DUDLEY COE INFIRMARY

Roy Edward Weymouth, Jr., A.B. (Bowdoin), M.D. (Tufts), College Physician.

Barbara Laframbois Sabasteanski, R.N. (Maine General Hospital), Chief Nurse.

COMPUTING CENTER

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (University of California, Los Angeles), Director.

Mark Ingwald Nelsen, A.B. (University of California, Berkeley), Programmer/Analyst.

Carol Arlita Flewelling Faatz, A.B. (Maine), Administrative Applications Coordinator.

COUNSELING SERVICE

Aldo Francisco Llorente, M.D. (University of Havana), College Counselor and Director, Counseling Service.

Michaelanne Rosenzweig, A.B. (Mount Holyoke), M.S. (Simmons), College Counselor.

DEVELOPMENT OFFICE

John Loomis Heyl, A.B. (Trinity), Vice President for Development.

Asher Dean Abelon, A.B. (Brown), Assistant to the Vice President for Development.

Frederick Stewart Bartlett, A.B. (Bowdoin), Assistant to the Vice President for Development.

Mary Crowley Bernier, Assistant to the Vice President for Development.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), Secretary of the Alumni Fund.

Marjory Gaye LaCasce, A.B. (Bowdoin), Assistant Secretary of the Alumni Fund.

David Frederic Huntington, A.B. (Bowdoin), M.A.T. (New Hampshire), Editor of the *Bowdoin Alumnus* and Director of Alumni Relations.

Nancy Ireland, Director of Alumni Records and Events.

Helen Elizabeth Pelletier, A.B. (Bowdoin), Alumni Office Fellow.

Joseph David Kamin, B.S. (Boston University), Director of Public Relations.

Gretta Jane Wark, A.B. (Bowdoin), Public Relations Fellow.

Peter Hudson Vaughn, A.B. (DePauw), College Editor.

Rachel Davenport Dutch, A.B. (Maine), Assistant to the College Editor.

HAWTHORNE-LONGFELLOW LIBRARY

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Reference Librarian.

Priscilla Hubon McCarty, A.B. (Brown), M.L.S. (Maine), Cataloger.

Judith Reid Montgomery, A.B. (Valparaiso), M.L.S. (Kent State), Cataloger.

Shirley A. Reuter, A.B. (New Hampshire), M.L.S. (Syracuse), Acquisitions Librarian.

Edwin Joseph Saeger, A.B. (St. Joseph's College, Philadelphia), M.A. (Villanova), M.L.S. (Drexel), Cataloger.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Head, Catalog Department.

Elda Gallison Takagi, B.S., A.M. (Maine), A.M., M.A. in L.S. (Michigan), Documents Librarian.

Aaron Weissman, A.B. (City College of New York), A.M., M.S. in L.S. (Columbia), Assistant Librarian and Head, Circulation Department.

MOULTON UNION

Harry Knight Warren, A.B. (Pennsylvania), Director.

Walter John Szumowski, Bookstore Manager.

MUSEUM OF ART AND PEARY-MACMILLAN ARCTIC MUSEUM

Katharine Johnson Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director.

John William Coffey II, A.B. (North Carolina, Chapel Hill), A.M. (Williams), Curator.

Miriam Look MacMillan, Sc.D. (Bowdoin), Associate Curator.

Paula Jeanne Volent, A.B. (New Hampshire), Curatorial Assistant.

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Curator of the Winslow Homer Collection.

Patricia McGraw Anderson, A.B. (Vassar), A.M. (Yale), Outreach Educator.

Roxlyn Carole Yanok, Administrative Assistant to the Director.

Brenda Jeanne Pelletier, Registrar.

PHYSICAL PLANT

David Newton Barbour, B.S. (Maine), M.B.A. (Southern Maine), Director.

Roland J. West, B.S. (Maine), Plant Engineer.

John Stanley DeWitt, Superintendent of Mechanical Services.

Leo Pacquin, Superintendent of Custodial Services.

Lawrence Winters Joy, Director of Campus Security.

Samuel John Ed Soule, Superintendent, Buildings and Grounds.

Howard Ewing Whalin, Superintendent of Brunswick Apartments.

SPECIAL AND SUMMER PROGRAMS

Richard Alan Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Director.

STUDENT AID OFFICE

Walter Henry Moulton, A.B. (Bowdoin), Director.

Herman Frank Holbrook II, A.B. (Bowdoin), Student Personnel Fellow.

UPWARD BOUND

Doris Charrier Vladimiroff, A.B. (Duke), A.M. (Middlebury), Project Director.

Charlotte Lincoln Howard, B.S. Ed. (Southern Maine), Assistant Director.

Ludger Hilare Duplessis, A.B. (Bowdoin), Director, Job Internship Demonstration Program and Assistant Director.

FILM, VIDEO, AND LANGUAGE LABORATORIES

Ruth Margalith Abraham, A.B. (University of Massachusetts, Boston), Director.

James Alan Clayman, Audiovisual Aids Technician.

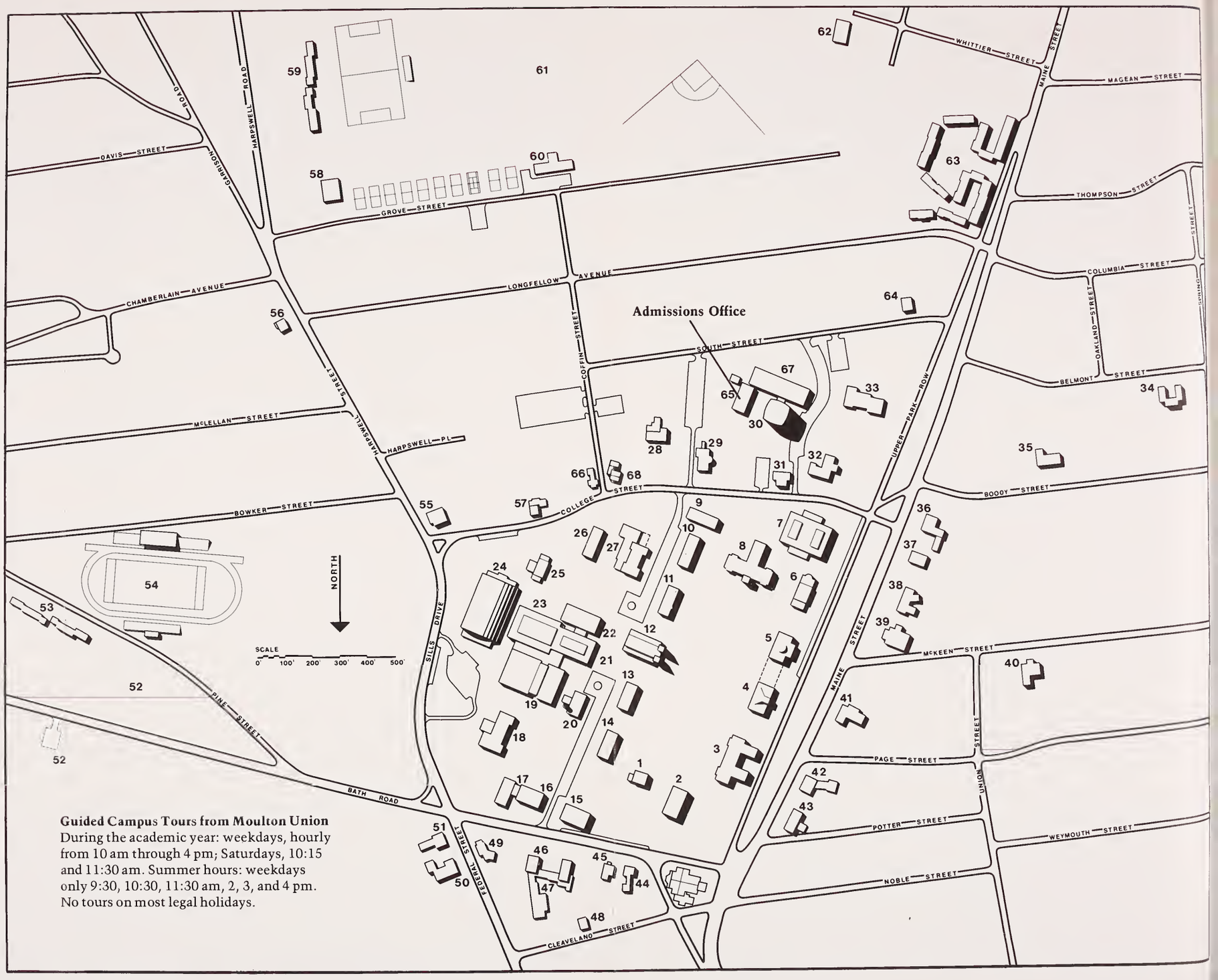
BOWDOIN COLLEGE

NUMERICAL INDEX

1. Massachusetts Hall
2. Pickard Theater
3. Searles Science Bldg.
4. Visual Arts Center
5. Walker Art Bldg.
6. Gibson Hall
7. Hawthorne-Longfellow Library and Hall
8. Hubbard Hall
9. Coleman Hall
10. Hyde Hall
11. Appleton Hall
12. Chapel, Banister Hall
13. Maine Hall
14. Winthrop Hall
15. Adams Hall
16. Sills Hall
17. Smith Auditorium
18. Cleaveland Hall
19. Morrell Gymnasium
20. Heating Plant
21. Sargent Gymnasium
22. Curtis Pool
23. Hyde Athletic Bldg.
24. Dayton Arena
25. Coe Infirmary
26. Moore Hall
27. Moulton Union
28. Zeta Psi
29. Baxter House
30. Coles Tower
31. Russwurm Afro-American Center
32. Delta Kappa Epsilon
33. Delta Sigma
34. Mayflower Apts.
35. Chi Psi
36. Dean of the College's House, Chase Barn Chamber
37. Ashby House
38. Psi Upsilon
39. Theta Delta Chi
40. Beta Theta Pi
41. Alpha Rho Upsilon
42. Burnett House
43. Alpha Delta Phi
44. Ham House
45. Getchell House
46. Rhodes Hall
47. Receiving Dept.
48. Bowdoin Orient
49. Copeland House
50. Cram Alumni House
51. Presidents' House
52. Bowdoin Pines
53. Pine Street Apts.
54. Whittier Field
55. Alpha Kappa Sigma
56. Smith House
57. 30 College Street
58. Warehouse
59. Harpswell Street Apts.
60. Pickard Field House
61. Pickard Field
62. Warehouse
63. Brunswick Apts.
64. 4 South Street
65. Admissions Office
66. Newman Center
67. Wentworth Hall
68. 24 College Street

ALPHABETICAL INDEX

Adams Hall 15
Admissions Office 65
Alpha Delta Phi 43
Alpha Kappa Sigma 55
Alpha Rho Upsilon 41
Appleton Hall 11
Ashby House 37
Banister Hall 12
Baxter House 29
Beta Theta Pi 40
Bowdoin Orient 48
Bowdoin Pines 52
Brunswick Apts. 63
Burnett House 42
Chamberlain Hall 65
Chapel 12
Chase Barn Chamber 36
Chi Psi 35
Cleaveland Hall 18
Coe Infirmary 25
Coleman Hall 9
Coles Tower 30
Copeland House 49
Cram Alumni House 50
Curtis Pool 22
Dayton Arena 24
Dean of the College's House 36
Delta Kappa Epsilon 32
Delta Sigma 33
4 South Street 64
Getchell House 45
Gibson Hall 6
Ham House 44
Harpswell Street Apts. 59
Hawthorne-Longfellow Library and Hall 7
Heating Plant 20
Hubbard Hall 8
Hyde Athletic Bldg. 23
Hyde Hall 10
Maine Hall 13
Massachusetts Hall 1
Mayflower Apts. 34
Moore Hall 26
Morrell Gymnasium 19
Moulton Union 27
Newman Center 66
Orient Office 48
Pickard Field 61
Pickard Field House 60
Pickard Theater 2
Pine Street Apts. 53
Presidents' House 51
Psi Upsilon 38
Receiving Dept. 47
Rhodes Hall 46
Russwurm Afro-Am. Ctr. 31
Sargent Gymnasium 21
Searles Science Bldg. 3
Sills Hall 16
Smith Auditorium 17
Smith House 56
Theta Delta Chi 39
30 College Street 57
24 College Street 68
Visual Arts Center 4
Walker Art Bldg. 5
Warehouse 58, 62
Wentworth Hall 67
Whittier Field 54
Winthrop Hall 14
Zeta Psi 28



Guided Campus Tours from Moulton Union
During the academic year: weekdays, hourly from 10 am through 4 pm; Saturdays, 10:15 and 11:30 am. Summer hours: weekdays only 9:30, 10:30, 11:30 am, 2, 3, and 4 pm. No tours on most legal holidays.

Campus and Buildings

Bowdoin is located in Brunswick, Maine, a town of approximately 18,000 population which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The campus, originally a sandy plain covered with blueberries and pines, is a tract of 110 acres containing more than fifty buildings and several playing fields.

Massachusetts Hall is the oldest building on the campus, having been completed in 1802. For several years it housed the students, and all classes were held there. Now used for faculty offices, the building was designated a Registered Historical Landmark in 1971.

The work of the College has its heart and center in Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, which contains the accumulations of over a century and a half. The nucleus of its 600,000 volumes is the collection of books and pamphlets bequeathed by James Bowdoin. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of an art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist Robert Feke.

Classes are held in Adams, Banister, Cleaveland, Gibson, Hubbard, and Sills halls, the Afro-American Center, Coles Tower, Searles Science Building, Smith Auditorium, and the Visual Arts Center. When students are not engaged in academic work, they have at their disposal many well-equipped recreational facilities. These include the Dayton Arena, Curtis Pool, Hyde Athletic Building, Morrell Gymnasium, Moulton Union, Pickard Field House, Sargent Gymnasium, and some seventy-five acres of playing fields. Another valuable adjunct for the health of the student is the Dudley Coe Memorial Infirmary.

COLLEGE BUILDINGS

Seth Adams Hall was erected in 1860-1861 and named in honor of Seth Adams, of Boston, who contributed liberally toward its construction. From 1862 until 1921 it housed the classrooms of the Medical School of Maine. It now houses the Smyth Mathematical Library, named in memory of William Smyth, of the Class of 1825, who was professor of mathematics from 1828 to 1868. The building also contains classrooms, lecture rooms, and the offices of the Department of Mathematics. It stands west of the Presidents' Gateway.

Appleton Hall (1843), named in memory of the second president of the Col-

lege; **Coleman Hall** (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard); **Hyde Hall** (1917), named in memory of the seventh president of the College; **Maine Hall** (1808), known originally as "the College" and named later to commemorate the admission of Maine to the Union; **Moore Hall** (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and **Winthrop Hall** (1822), named in memory of Governor John Winthrop of the Massachusetts Bay Colony, are the six campus dormitories. In 1964-1966 the interiors of Appleton, Maine, and Winthrop were completely renovated.

Ashby House, located on Maine Street across from Hawthorne-Longfellow Library, was given by the estate of the Reverend Thompson E. Ashby, for many years minister of the First Parish Church. An eighteenth-century frame house, it has been used over the years as a faculty residence, eating hall, and student dormitory. It was renovated in 1974 and currently houses the Department of Sociology and Anthropology.

Baxter House, at 10 College Street, was purchased in 1971 and is used as a student residence. For nearly twenty years it was the chapter house of Delta Psi of Sigma Nu, which established a scholarship fund at the College with the proceeds from the sale. Named for the Baxter family in recognition of its many contributions to Bowdoin and the State of Maine, it was built by Hartley C. Baxter, of the Class of 1878, one of five Baxters to serve on the Governing Boards and step-brother of Percival J. Baxter, of the Class of 1898, governor of Maine from 1921 to 1925.

Burnett House, 232 Maine Street, is a residence for students which was acquired in 1972. From 1965 to 1970 it was the home of Phi Delta Psi Fraternity. For many years it was the home of Professor and Mrs. Charles T. Burnett. Professor Burnett, chairman of the Department of Psychology, was an active member of the faculty for forty-two years before his retirement in 1944. The house was built in the 1860s by a retired seafarer and purchased by the Burnetts in 1920.

Chamberlain Hall, constructed in 1964, was named in memory of General Joshua Lawrence Chamberlain, LL.D., of the Class of 1852, Civil War hero, governor of Maine, and president of Bowdoin from 1871 to 1883. It houses the Admissions Office.

The Chapel, a Romanesque church of undressed granite designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of 120 feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paint-

ings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1923. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the building which formerly housed the reading rooms and stack space of the college library was named **Banister Hall** in 1850 in recognition of the gifts of the Honorable William Banister. It contains the offices, classrooms, and laboratories of the Department of Psychology. The human psychobiology laboratory is named in honor of psychologist Harry Helson, Ph.D., of the Class of 1921.

Chase Barn Chamber, named in memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the **Johnson House**. Designed by Felix Burton, of the Class of 1907, in the Elizabethan style, the chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. It is used for small classes, seminars, and conferences.

Parker Cleaveland Hall, designed by McKim, Mead & White, was dedicated in 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Department of Chemistry and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858 and was a pioneer in geological studies. Special gifts provided the Kresge Laboratory of Physical Chemistry, the Wentworth Laboratory of Analytical Chemistry, the 1927 Room (a private laboratory), the Adams Lecture Room, the Burnett Room (a seminar room), and the Dana Laboratory of Organic Chemistry.

Dudley Coe Memorial Infirmary is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway, A.M. (Mrs. Sherman N. Shumway). In 1962 it was licensed by the state as a private general hospital. An addition was built in 1974 to provide additional patient care area.

Coles Tower was completed in 1964 and served for several years as the residential unit of the Senior Center. When the Senior Year Program was ended in 1979, the sixteen-story tower was named in honor of James Stacy Coles, Ph.D., D.Sc., LL.D., Sc.D., ninth president of the College and the program's chief proponent. The building includes living and study quarters,

seminar and conference rooms, lounges, and accommodations for official guests of the College. The first floor is dedicated to the memory and honor of the late Henry Quinby Hawes, A.M., of the Class of 1910, and Mrs. Hawes.

Copeland House, at 88 Federal Street, was acquired in 1972. A residence for students, it was formerly the home of Manton Copeland, Ph.D., who taught biology at the College from 1908 until 1947 and was Josiah Little Professor of Natural Science Emeritus at the time of his death in 1971.

Marshall Perley Cram Alumni House, at 83 Federal Street, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests. The Ladies' Lounge, located on the second floor, was presented by the Society of Bowdoin Women in 1965. Displayed on the first floor is a collection of polar bears done in crystal, porcelain, and other media that was the gift of the widow of Daniel L. Dayton '49 in 1974.

Curtis Swimming Pool was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The pool is housed in a separate wing attached to the Sargent Gymnasium. It measures thirty by seventy-five feet.

Dayton Arena, named in memory of Daniel L. Dayton, Jr., of the Class of 1949, was built in 1956 with contributions from alumni, students, and friends. It contains seats for 2,400 spectators, a regulation ice-hockey rink with a refrigerated surface 200 feet long by 85 feet wide, locker rooms, and a snack bar. During 1972 and 1973 numerous improvements were made, including the installation of brighter lights and additional ice-making equipment, which enables the Arena to be operated year-around. In 1976 lucalox lighting was installed to provide more efficient, less expensive lighting. It is the site of intercollegiate and intramural hockey contests, as well as recreational skating.

Getchell House, located at 5 Bath Street, is diagonally opposite Adams Hall. It was given in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the Public Relations' and College Editor's offices.

The Harvey Dow Gibson Hall of Music, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and a music library. A recital hall was completed in 1978. The common room is richly

paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755) for the Hôtel de Sens in Paris.

Ham House, at 3 Bath Street, was for many years the residence of Roscoe J. Ham, L.H.D., George Taylor Files Professor of Modern Languages from 1921 to 1945. Acquired in 1954, it houses the offices of Bowdoin Upward Bound.

Harpswell Street Apartments, adjacent to Pickard Field, and **Pine Street Apartments,** across from Whittier Field, were opened in the fall of 1973. There are two buildings of contemporary design at each location, and each of the buildings contains six apartments. The apartments, which accommodate up to ninety-six students, were built to meet the need for additional housing and to provide an alternative to living in a conventional dormitory.

Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, designed by Walker O. Cain and Associates, of New York, was built in 1964-1965 from funds contributed during the Capital Campaign. It was named after two of Bowdoin's literary giants, both members of the Class of 1825. It houses the principal portions of the library of the College and—in its western end, named **Hawthorne-Longfellow Hall**—most of the general administrative offices of the College.

Hubbard Grandstand was given in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on **Whittier Field,** a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years director of the gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960. Surrounding the field is the **John Joseph Magee Track,** an Olympic regulation all-weather track given by alumni and friends in memory of Mr. Magee, coach, trainer, and director of track and field athletics from 1913 to 1955.

Hubbard Hall, designed by Henry Vaughan and erected in 1902-1903, was the gift of General Hubbard and his wife, Sibyl Fahnestock Hubbard. For over sixty years, until the fall of 1965, it was the College Library. It is now used for faculty offices, examination rooms, and the Department of Geology. Located in the basement is the Computing Center, which contains a PDP-10 time-sharing system. The Peary-MacMillan Arctic Museum is located on the first floor, and the Susan Dwight Bliss Room for rare books and bindings remains on the second floor. During the spring of 1977 the large west wing of the second floor was restored to its original condition and now provides additional study area for students.

Johnson House, named in memory of Henry Johnson, Ph.D., Litt.D., of the Class of 1874, a distinguished member of the Bowdoin faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, it is used as the home of the dean of the College. The house was designated a Registered Historical Landmark in 1975.

Little-Mitchell House, at 6-8 College Street, houses the John Brown Russwurm Afro-American Center. The Mitchell House was named in honor of Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939. It was given by Professor Mitchell in 1961. The Little House, the 8 College Street side of the connected buildings, was acquired in 1962.

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. In 1936 it was remodeled, and five years later, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished to accommodate faculty meetings. Until 1965 the building housed the offices of some of the administrative officers. Since then, it has been used for faculty offices. In 1971 the building was designated a Registered Historical Landmark.

Mayflower Apartments, at 14 Belmont Street, were acquired in 1972. Located within a few minutes' walk of the campus, the complex can accommodate a minimum of forty students.

Memorial Hall, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the alumni and students of the College who served in the Civil War and whose names and ranks are inscribed on bronze plaques in the lobby. The lower floor contains classrooms and an experimental theater. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the gifts of Frederick William Pickard, LL.D., of the Class of 1894. On the lower level is a plaque memorializing William H. Moody, of the Class of 1956, theater technician from 1958 until his death in 1976.

Malcolm E. Morrell Gymnasium is a 50,000-square-foot building connected to Sargent Gymnasium. Built in 1964-1965 from funds contributed during the Capital Campaign, it was in 1969 named in memory of Malcolm Elmer Morrell, of the Class of 1924, Bowdoin's director of athletics from 1928 to 1967. The gymnasium contains a modern basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, offices for the director of athletics and his staff, and other rooms for physical education purposes. Lucalox lighting was installed in 1976 as an energy-conserving measure.

The Moulton Union, designed by McKim, Mead & White, was built in

1927-1928. It was given and partially endowed by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social, recreational, and service center for the College. In 1964-1965, a two-story extension was added on the south and east sides of the building. The spacious main lounge and several smaller, intimate lounges and student activity areas are provided for general social purposes. The Union also contains the college reception, information, and scheduling center, the campus telephone switchboard, a bookstore, dining facilities, and a game room. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore halls.

The Observatory was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road. In 1965 it was renovated and a new telescope was installed.

Pickard Field House stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains lockers and showers for men and women. **Pickard Field,** a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

Pickard Theater in Memorial Hall, also a gift of Mr. Pickard, was dedicated in 1955. It has a seating capacity of slightly more than 600 and a stage 55 feet wide and 30 feet deep. The space from the stage floor to the gridiron is 48 feet. Adorning the walls of the auditorium are rubbings of six large reliefs of the Chinese emperor T'ai Tsung's war horses. The reliefs were executed about A.D. 637 for the emperor's tomb and were possibly from designs of Yen Li-pen. The rubbings were the gift of Walter H. Mallery in 1955.

The Presidents' House, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. The ballroom was added in 1926.

Rhodes Hall, formerly the Bath Street Primary School, was purchased from the Town of Brunswick in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the school later achieved distinction as Rhodes scholars at Oxford University. Here are the offices of the Department of Physical Plant.

Sargent Gymnasium and **General Thomas Worcester Hyde Athletic Building** were erected in 1912. The gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the athletic building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861. In 1965-1966 Sargent Gymnasium was altered and renovated to make it part of the comprehensive plan for the indoor athletic facilities of the College. Lucalox lighting was installed in 1976 as an energy-conserving measure.

Mary Frances Searles Science Building, designed by Henry Vaughan, was built in 1894 and renovated in 1952. It was the gift of Edward F. Searles in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, and libraries of the Departments of Biology and Physics. A battery of solid state electronic equipment was installed in the Physics Department in 1974. It was purchased with funds provided by the bequest of Constance H. Hall. She was the daughter of Edwin H. Hall of the Class of 1875, best known for his discovery of the Hall Effect, which has become a key principle in the design of solid state electronic components.

Sills Hall and **Smith Auditorium,** designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating 210 persons, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland. A language laboratory and speech center are located in the wing. In 1968 a donor who wished to remain anonymous established the Constance and Albert Thayer Speech Center Fund to maintain the speech center. The fund was named in honor of Albert R. Thayer, A.M., of the Class of 1922, Harrison King McCann Professor of Oral Communication Emeritus, and his wife.

Winfield Smith House, at 59 Harpswell Street, was acquired in 1972. A residence for students, it is named in memory of L. Winfield Smith, of the Class of 1907, who was born and raised in the house, "in recognition of the Smith family's long and devoted interest in Bowdoin."

10 Cleaveland Street is a residence for students.

12 Cleaveland Street houses the offices of The Bowdoin Orient and the Bowdoin Opinion Polling Organization.

24 College Street, acquired in 1979, houses ten students and the Bowdoin Women's Association's Women's Resource Center.

30 College Street was acquired by the College in 1977 and is used as a residence for approximately fifteen students.

The Visual Arts Center, completed in 1975, was constructed with funds given through the 175th Anniversary Campaign. Connected to the Walker Art Building via an underground area which provides not only inter-access but also an exhibition gallery, the center contains some 23,000 square feet of instructional space. A 300-seat auditorium was dedicated in recognition of a generous grant from the Kresge Foundation. One of the classrooms has been dedicated in honor of Philip C. Beam, Ph.D., Henry Johnson Professor of Art and Archaeology and a member of the faculty for more than forty years. The photography area was dedicated to the memory of Alan H. Wiley, and the printing and graphics area was given by an alumnus who wishes to remain anonymous.

Walker Art Building, designed by McKim, Mead & White, was erected in 1892-1894 and extensively renovated in 1975-1976. It was given by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, director of the museum, 1920-1939, is located in Sculpture Hall. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall. Following the renovation of the building, the South Gallery was dedicated to the memory of John A. and Helen P. Becker. The Central Gallery was dedicated to the memory of John H. Halford, Class of 1907, overseer and trustee of the College for twenty years.

Wentworth Hall was named in memory of Walter V. Wentworth, Sc.D., of the Class of 1886, an overseer of the College from 1929 to 1958. Constructed in 1964, it is a two-story building adjacent to Coles Tower and contains a dining room, main lounge, and other rooms for instructional, social, and cultural activities. In 1974 the main lounge was dedicated to the memory of Athern P. Daggett, Ph.D., LL.D., of the Class of 1925, acting president from 1967 to 1969 and for many years William Nelson Cromwell Professor of Constitutional and International Law and Government.

OTHER MEMORIALS

The Harold Lee Berry Special Collections Suite, in Hawthorne-Longfellow Library, is in memory of Harold Lee Berry, A.M., of the Class of 1901, for nearly forty years a member of the Governing Boards, and generous benefactor of the College. The suite comprises several rooms in the northeast area of the third floor.

The Bowdoin Polar Bear, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

The Stuart Franklin Brown Lobby, in Hawthorne-Longfellow Library, is a memorial to Stuart Franklin Brown, of the Class of 1910, and was the gift of Mrs. Brown.

The Calder Mobile was purchased with funds given in the memory of Charles B. Price III, of the Class of 1974, who died in 1972. Purchased because Price was an admirer of the work of Alexander Calder, the mobile hangs in the Hawthorne-Longfellow Library. Price, a biology and economics major, was a Dean's List student and James Bowdoin Scholar.

Catlin Path, extending from the Warren Eastman Robinson Gateway to Hubbard Hall, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., for many years Fayerweather Professor of Economics and Sociology.

The Chase Memorial Lamps, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. They were presented to the College by Mrs. Chase in 1954.

The Class of 1875 Gateway was erected in 1901 as a memorial to members of the class. It forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the class. It is on Bath Street between Memorial Hall and the First Parish Church.

The Class of 1886 Pathways are a network of walks laid in 1945 as a memorial to members of his class through the generosity of Walter V. Wentworth, Sc.D., of the Class of 1886. The pathways traverse an area lying north of Massachusetts Hall.

The Class of 1895 Path was laid in 1945 as a memorial to members of the class. It extends from the Chapel to the Class of 1875 Gateway.

The Class of 1898 Bulletin Board, erected in 1924 near the Chapel, is a memorial to members of the class. It is made of bronze, is double-faced and illuminated.

The Class of 1903 Gateway, erected in 1928, is a memorial to members of the class. It forms the main entrance to the Whittier Athletic Field.

The Class of 1909 Organ, an electronic instrument for use in the Pickard

Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June 1960. A fund given at the same time is for the maintenance of the organ and for the support of musical education in the College.

The Class of 1910 Path was laid in 1940 as a memorial to members of the class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

The Class of 1914 Librarian's Office, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1914, who made a specific gift for this purpose.

The Class of 1916 Path was laid in 1946 as a memorial to members of the class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

The Class of 1919 Path, laid in 1945, is a memorial to members of the class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

The Class of 1922 Fountain, between Hawthorne-Longfellow Library and Hubbard Hall, was constructed in 1968. It is the gift of Mrs. John C. Pickard of Wilmington, Delaware, in honor of her husband's class. The fountain was designed by André R. Warren and was constructed by workmen of the Department of Physical Plant.

The Class of 1924 Radio Station (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room.

The Class of 1929 Electronic Chimes System, for automation of the Chapel chimes, was presented by the Class of 1929 on the occasion of its fortieth reunion. A fund for maintenance of the system was established at the same time.

The Class of 1937 Lounge, in the Cram Alumni House, was presented by the Class of 1937 on the occasion of its twenty-fifth reunion. It is a large, informal, and rustic room, with pine furniture, old pictures of Bowdoin and of Brunswick, and a large hewn granite fireplace. The lounge was given in memory of Harold L. Cross, Jr., David T. Deane, J. Donald Dyer, and Maxwell A. Eaton, who gave their lives in the service of their country during World War II.

The Class of 1938 Newspaper Room, in the Hawthorne-Longfellow Li-

brary, is in honor of the members of the class. The room is on the first floor to the right of the entrance.

The Class of 1942 Cross was placed behind the reading stand in the Chapel in 1952 in memory of class members who gave their lives during World War II.

The Harry Howard Cloudman Drinking Fountain, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. It stands near the Sargent Gymnasium.

The Robert Peter Tristram Coffin Reading Room, in the Hawthorne-Longfellow Library, is in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, a distinguished author, poet, and professor. The room was the gift of the Class of 1915 on the occasion of its fiftieth reunion and occupies the northern bay on the first floor.

The Colbath Room, in the Morrell Gymnasium, is a memorial to Henry Jewett Colbath, of the Class of 1910, an outstanding athlete, dedicated teacher, and coach.

The William John Curtis 1875 Room, in the Hawthorne-Longfellow Library, is a memorial to William John Curtis, LL.D., of the Class of 1875, for over twenty-five years an overseer and trustee of the College, and a generous benefactor always in the name of his class. The room, in the northeast corner of the first floor, is used for current periodicals.

Daggett Lounge, the main lounge in Wentworth Hall, was dedicated in 1974 to the memory of Athern P. Daggett, Ph.D., LL.D., of the Class of 1925. Professor Daggett, a member of the faculty for more than forty years and acting president from 1967 to 1969, was William Nelson Cromwell Professor of Constitutional and International Law and Government at the time of his death in 1973.

The Dane Flagpole, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

The James Frederick Dudley Classroom in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, A.M., of the Class of 1865, by the bequest of Nettie S. Dudley.

The William Pitt Fessenden Conference Room, in Hawthorne-Longfellow Hall, is a memorial to William Pitt Fessenden, LL.D., of the Class of 1823,

United States senator 1854-1864, 1865-1869; United States secretary of the treasury 1864-1865; and overseer and trustee of the College from 1843 to 1869. The room is on the second floor, near the offices of the president and deans.

The Melville Weston Fuller Reading Room, in Hawthorne-Longfellow Library, is a memorial to Melville Weston Fuller, LL.D., of the Class of 1853, chief justice of the United States Supreme Court from 1888 to 1910, and an overseer and trustee of the College from 1875 to 1910. The room occupies the southern bay on the first floor.

The Gardner Bench, near Hawthorne-Longfellow Library, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in 1954.

The Greene Suite, an apartment on the sixteenth floor of Coles Tower, is a memorial to the Reverend Joseph K. Greene, of the Class of 1855, and to Professor Theodore M. Greene, L.H.D., and his wife Elizabeth R. Greene. The Reverend Mr. Greene, father of Professor Greene, was a missionary to Turkey. Professor and Mrs. Greene lived in the suite from 1966 to 1969 while he was visiting professor of philosophy.

Hutchinson Lounge and **Hutchinson Terrace,** in Wentworth Hall, are memorials to Charles Lyman Hutchinson, of the Class of 1890, a prominent lawyer in Portland. They are on the south side of the building between the main dining room and lounge.

The Elijah Kellogg Tree, a large pine dedicated to the memory of the Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

The Fritz C. A. Koelln Room, in Sills Hall, was dedicated in 1971 in honor of Fritz C. A. Koelln, Ph.D., George Taylor Files Professor of Modern Languages Emeritus and a member of the Department of German from 1929 until his retirement in 1971, "in recognition of his devoted service to the College and the inspiration he has been to so many undergraduates over the years."

The Donovan D. Lancaster Lounge, in the Moulton Union, was named in November 1970 in honor of Donovan D. Lancaster, of the Class of 1927, director of the Moulton Union and the Centralized Dining Service emeritus and a member of the College staff for over forty years. The lounge is used for lectures and exhibitions of art and photography throughout the year.

The George Thomas Little Bibliography and Card Catalogue Area, in Hawthorne-Longfellow Library, is a memorial to George Thomas Little,

Litt.D., of the Class of 1877, librarian of the College from 1885 to 1915. The area occupies the center portion of the first floor.

Little Ponds Wildlife Sanctuary is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and the result of a series of gifts beginning in 1961, this tract of fifteen acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of wildlife and is the site of the Bowdoin College Marine Laboratory.

The Harrison King McCann Music Lounge, on the sixteenth floor of the Coles Tower, is a memorial to Harrison King McCann, A.M., of the Class of 1902, for thirty years an overseer of the College.

The Cecil Cleophus McLaughlin Study, in Chamberlain Hall, is a memorial to Cecil Cleophus McLaughlin, M.D., of the Class of 1923. The study was the gift of his wife.

The John Joseph Magee Track, surrounding Whittier Field, was given by a group of alumni and friends to honor the memory of John Joseph Magee, coach, trainer, and director of track and field athletics from 1913 to 1955 and an Olympic team coach in 1920, 1924, 1928, and 1932. Constructed in 1970, the Olympic regulation all-weather track was dedicated in 1971.

The Magee Training Room, in the Morrell Gymnasium, is another memorial to Coach Magee.

The Memorial Flagpole, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between Hubbard Hall, Walker Art Building, and Gibson Hall.

The Wilmot Brookings Mitchell Lounge, on the second floor of Wentworth Hall, is a memorial to Wilmot Brookings Mitchell, Litt.D., L.H.D., of the Class of 1890, a beloved teacher of English for almost fifty years.

The Morrell Office, in the Malcolm E. Morrell Gymnasium, was given by members of the Class of 1924 in honor of their classmate Malcolm Elmer Morrell, director of athletics from 1928 to 1967. It is the office of the director of athletics.

The Dean Paul Nixon Lounge-Conference Room, in Hawthorne-Longfellow Library, is a memorial to Paul Nixon, L.H.D., LL.D., for over forty

years a teacher of Latin and dean of the College from 1918 to 1947. The room is on the southeast corner of the third floor.

The Alpheus Spring Packard Gateway, erected in 1940 on College Street, is a memorial to Alpheus Spring Packard, D.D., of the Class of 1816, a member of the Bowdoin faculty from 1819 to 1884.

The Peucinian Room, built in 1951, is in a corner of the lower floor of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber above the fireplace. The fireplace and paneling were the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

The Pickard Trees, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June 1959.

The Franklin Pierce Reading Room, in Hawthorne-Longfellow Library, is in memory of Franklin Pierce, LL.D., of the Class of 1824, the fourteenth president of the United States. This informal reading room is at the east end of the second floor.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., president of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The gateway forms one of the northern entrances to the campus from Bath Street.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher at Bowdoin College, and to his wife, Ella Maria Tucker Robinson. The gateway forms the northwestern entrance to the campus.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Shumway Tree, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an overseer of the College (1927-1954), was replanted on the campus and dedicated in June 1955. It stands in front of Hawthorne-Longfellow Hall.

The Simpson Memorial Sound System, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other

teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Turner Tree, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, professor of education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June 1957.

The Gerald Gardner Wilder Cataloguing Room, in Hawthorne-Longfellow Library, is a memorial to Gerald Gardner Wilder, A.M., of the Class of 1904, librarian of the College from 1916 to 1944. The room is in the southeast area on the first floor.

The Frank Edward Woodruff Room, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

General Information

Terms and Vacations: The College holds two sessions each year, beginning in September and January. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages v-vi.

Registration and Enrollment: All students are required to register at the opening of each semester in accordance with schedules posted at the College and mailed to students registering for the first time. A fee of $20 is assessed for late registration.

Offices and Office Hours: The Admissions Office is located in Chamberlain Hall. The Offices of General Administration, Business Office, and Development Office are located in Hawthorne-Longfellow Hall, the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The Office of the College Counselor and the Office of Career Services are in the Moulton Union. The Department of Physical Plant is in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 to 5:00 Monday through Friday. Summer hours are from 8:30 to 4:00.

Telephone Switchboard: The College has a central telephone switchboard located in the Moulton Union. All college phones are connected to this switchboard. The number is 207-725-8731.

College Bills and Fees: A statement covering tuition, room rent, board, and fees will be sent to each student before the start of each semester. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office. Parents or guardians of incoming freshmen are required to sign a financial guaranty obligating them to pay all bills and fees as long as their son or daughter is enrolled in the College.

For planning purposes students and parents should anticipate that annual increases in tuition and other charges will at least equal the rate of inflation.

All bills are due and payable when rendered. In addition, a $100 deposit is required by March 15 of each year from all students, except entering freshmen, who wish to reserve a room for the next academic year.

Students with unpaid bills may not register or attend classes, nor are they eligible for academic credit, transcripts, or degrees. Special problems should be discussed with the dean of students or the director of student aid.

Tuition: The tuition fee for the 1981-1982 academic year is $3,400 each semester or $6,800 for the year. There is a per-course charge of $850 for special students taking fewer than three courses a semester. Students who wish to register for fewer than three courses in their final semester must request permission to do so before spring vacation of the previous year. If a

later request is approved, a $200 surcharge will be added to the student's tuition bill in the appropriate semester. Any student completing the number of courses required for the degree in less than eight semesters must pay tuition for eight semesters, except that the dean of the college is authorized to waive the requirements in such cases where the factors of advanced placement, junior year abroad, exchange or transfer status, or similar special circumstances exist. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin or the accumulation of extra credits earned by taking more than four courses during a semester shall not relieve the student of the obligation to pay tuition covering eight full semesters at Bowdoin College.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 58-98.

Room and Board: Freshmen may indicate their housing needs on a preference card issued by the Dean of Students' Office. Accommodations and roommates are assigned by that office. Sophomores, juniors, and seniors choose roommates and apply for housing to the assistant to the dean of students.

Suites in the dormitories consist of a study and bedroom which are provided with essential furniture. Students should furnish blankets and pillows; the College furnishes bed linen and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

The College owns a variety of apartments located near the campus. Rent for these apartments has been set at $1,460 a student for Harpswell and Pine Street Apartments and $1,220 a student for all others for 1981-1982. Rent for dormitory rooms and rooms in a fraternity house is $1,070.

Board is $1,450 for the year. These charges are the same regardless of whether a student eats at the Moulton Union, Coles Tower, or a fraternity.

Students who live in Bowdoin facilities, except apartments, are required to take a full board plan. Partial board packages are available to students living off-campus or in College-owned apartments.

Other College Charges: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all undergraduates. The College collects in each academic year a student activity fee of $65. The cost of tuition, board, room, and fees amounts to about $4,692 for the semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses if applicable.

A student participating in a study-away program that requires Bowdoin to administer tests or otherwise evaluate work done upon the student's return to the College is required to pay a charge of $50 a semester course credit. This charge does not apply to the Twelve College Exchange or other accredited study-away programs.

Refunds: Refunds to students leaving college during the course of a semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the business manager.

Health Care: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the college physician are available to all students. If ill, students should report to the infirmary.

To cover costs of treatment and care during the college year, in the infirmary or elsewhere, each student is required to have adequate health and accident insurance. This must be purchased through the College (the present group rate of $52 per semester is subject to change), unless a student is covered otherwise by adequate health insurance certified by a parent or guardian at the time possible exemption from this requirement is requested. Students who purchase insurance through the College for either or both the fall and spring semester continue to be covered through the summer without additional charge.

Bills are rendered by the College for many medical services provided by the infirmary. Most of these costs are covered by the student health insurance available through the College. A pamphlet specifying the coverage provided by student health insurance is available from the Business Office. If parents choose not to purchase Bowdoin student health insurance, bills for services provided at the infirmary will be sent to the insurance carrier specified by parents. Any costs not covered by such family insurance will be charged to the student's account.

Motor Vehicles: All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence or fraternity must be registered with the Dean of Students' Office. The registration fee is $25 a year, one-half of which is payable each semester. Failure to register a motor vehicle will result in a fine of $25. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the dean of students. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. Parking on Campus Drive is limited and students will be assigned parking areas according to their living locations.

The New England Association of Schools and Colleges: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Statistics: As of June 1981, 24,386 students have matriculated at Bowdoin College, and 17,788 degrees in courses have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 9,702 graduates, 2,122 nongraduates, 4 medical graduates, 92 honorary graduates, and 264 graduates in the specific postgraduate program.

Admission to the College

In January 1976 the Governing Boards of Bowdoin College approved the following statement on admissions:

> Our need to be selective has inevitably required that attention be given to the principles of selection. We approve the current admission policy which seeks students who share the common characteristic of being seriously committed to the pursuit of a liberal arts education, but who, beyond that, have different interests, backgrounds and skills. The common denominator of intellectual commitment presupposes a candidate capable of not merely handling the academic program but of profiting from it and contributing to it. Beyond that common denominator, a candidate ought ideally to possess some particular skill or interest or to represent a culture, region or background that will contribute to the diversity of the college.

One can analyze the profile of Bowdoin's most recent class and make a rough prediction of a particular student's chances for admission to the next class. In recent years, Bowdoin has admitted approximately one of five candidates. Two-thirds of those admitted will have graduated from a public school, and three-quarters of this group will have ranked in the top 10 percent of their graduating class. Well over half of the independent school graduates will have been in the upper third of their class. Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering freshman will have had four years of English, three or four years of a foreign language, mathematics through trigonometry, two or three years of laboratory sciences, and history.

Candidates applying to Bowdoin College are evaluated individually by members of the admissions staff in terms of four general factors:

Academic Record: Bowdoin is particularly interested in the superior student who seeks out and has done well in a very demanding college preparatory curriculum. Particular emphasis is placed on academic performance in the junior and senior years of secondary school.

References: As standardized test scores are an optional admissions requirement, the recommendations of the candidate's college adviser, a current English teacher, and a peer are important. Perceptions of the candidate's motivation, creativity, determination, and aptitude help the admissions staff sort out the very best from the very good.

Talent: Because of its small size and the variety of its academic and extracurricular offerings, the College is looking for a depth of talent and accom-

plishments in a few areas rather than surface involvement in many areas.

Class Composition: Rather than measure each individual candidate against fixed admissions standards, the College seeks a classful of differences: students with different talents, of differing backgrounds, from different places, with different points of view. Intellectual commitment must be demonstrated by all admitted candidates, however.

APPLICATION AND ADMISSION PROCEDURES

Early Decision: Each year Bowdoin offers admission to approximately one-third of its entering class through its Early Decision program. Those candidates who are certain that Bowdoin is their first choice should seriously consider this option since it may resolve the problem of college admission early in the senior year. Bowdoin is in agreement with other colleges regarding the general ground rules, which are as follows:

1. When candidates file a formal application for admission, they must state in writing that they wish to be considered for Early Decision and that they will enroll if admitted. Early Decision candidates may file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis by their first-choice college. In other words, only one Early Decision application can be made, but other regular applications may be initiated simultaneously.

2. The completed Personal Application form and formal request for Early Decision, a School Report form, a secondary school transcript of grades, an English Teacher Comments form, and a peer reference must be submitted to Bowdoin by November 15. Decisions on Early Decision applicants, whose applications are complete by November 15, will be announced by late December.

3. Candidates admitted via Early Decision, who have financial need as established by the guidelines of the College Scholarship Service and based on the Financial Aid Form will be notified of the amount of their award at the time they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin. It is Bowdoin's policy to fund all needy students who are admitted via Early Decision.

4. The submission of College Entrance Examination Board scores at Bowdoin is optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed the CEEB tests.

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Most candidates not accepted under the Early Decision program will automatically be transferred to the regular applicant pool. Failure to be ad-

mitted as an Early Decision candidate in no way prejudices one's chance for admission in the spring. Each year a number of applicants who are deferred under Early Decision are accepted in mid-April, when decisions on all regular admissions are announced.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will reconsider its offer of admission (and financial aid if appropriate) to the candidate.

Regular Admission: The following items constitute a completed admissions folder:

1. The student's application form submitted with the application fee ($25) as early as possible in the senior year. The deadline for receiving regular applications is *January* 15.

2. School Report: The college adviser's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 15. A transcript of grades through the mid-year marking period (Mid-Year School Report) should be returned to Bowdoin by February 15. If a student matriculates at Bowdoin College, the School Report and secondary school transcript *will* become part of the permanent college file and will be available for the student's inspection.

3. Recommendations: Each candidate is required to submit the English Teacher Comments form, which should be given to the English teacher for completion and returned as soon as possible and no later than January 15. An additional teacher comment form may be submitted if a student feels that another opinion is necessary. Also, a close friend should complete the peer reference form on the candidate's behalf. If students have any outstanding strength, particularly academic, that they feel should be documented in their Bowdoin application, they should have their teacher, coach, or club adviser write to Bowdoin directly. If a student matriculates at Bowdoin College, required references *will* become part of the permanent college file.

4. College Board Examinations: Applicants are not required to submit results of CEEB tests. A candidate's overall academic record will always be considered first, with motivation, discipline, personality, and sensitivity viewed as important factors. If submitted, the CEEB scores will probably be helpful to the Admissions and Student Aid Committee in reaching a decision, but will be treated as secondary in importance. The candidate is responsible for making arrangements to take the College Board examinations and to see that Bowdoin receives the scores if he or she wants them to be considered as part of his or her application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions and Student Aid Committee. Candidates may report their scores or instruct the College Board to send the

scores to Bowdoin. Students choosing to submit their SAT and Achievement Test scores should complete the entire battery of examinations no later than January of the senior year.

Bowdoin is particularly attracted to the student who seeks out and does well in a demanding college preparatory curriculum. Its policy regarding the CEEB test scores favors the student who is a superior achiever in the classroom but who may not fare so well on national standardized tests. Seventy-one percent of the public school graduates in the Class of 1985 ranked in the top 10 percent of their senior classes.

N.B.—Since standardized test results are used for academic counseling and placement, all entering freshmen are required to submit scores before matriculating.

5. Visit and Interview: A personal interview at Bowdoin with a member of the admissions staff is strongly encouraged but not required. Distance alone sometimes makes it impossible for candidates to visit the College. The Bowdoin Alumni Schools and Interviewing Committees (BASIC) is available in most parts of the country to assist those applicants. For further information see page 281. Candidates' chances for admission are not diminished because of the lack of an interview, but many times the interview impressions prove helpful in reaching a decision. In the Bowdoin interview students should be prepared to talk informally about their academic record (an unofficial transcript is helpful), interests, talents, and goals. Twelve carefully selected and trained Bowdoin seniors conduct interviews to supplement regular staff appointments from September to January.

The Admissions Office is open for interviews throughout the year except from February 1 to May 1 when the staff is involved in the final selection of the class.

6. Notification: All candidates will receive a final decision on their application for admission by mid-April. A commitment to enroll is not required of any candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin a student is expected to include a $100 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor.

Deferred Admission: Admitted students who wish to delay their matriculation to the College for one year in order to gain increased maturity and experience may request a deferment from the director of admissions. It is Bowdoin's policy to honor these requests and to hold a place in the next entering class for these students. A $100 admissions deposit must accompany the deferral request.

Admission with Advanced Standing: Bowdoin participates in the CEEB

Advanced Placement program and grants both advanced standing in courses and credit toward graduation to qualified students. Examinations in Advanced Placement subjects are given by the CEEB in May of each year, and students are granted placement or credit on the basis of their examination performance. In most departments, a score of 3, 4, or 5 results in students being given credit for one or two semesters of college-level work in the subject; if students elect to continue that subject in college, they are given appropriate placement. A judgment on an entering student's departmental placement will be made during the course registration period through personal conferences with appropriate faculty members.

Candidates not offering Advanced Placement examinations may secure advanced placement by passing a qualifying examination at the College. Bowdoin recognizes the place of more advanced courses in secondary school and provides an opportunity for unusually qualified students to extend the range of work that they may do in school and college. Occasionally, students may gain sufficient credit to enable them to complete their college course in fewer than eight semesters. Applicants are strongly encouraged to take advantage of the Advanced Placement program and should request consideration for Advanced Placement and credit by arranging for all Advanced Placement Test scores to be sent to the Admissions Office.

Transfer Students: A limited number of students from other colleges and universities will be admitted each year to upper-class standing at Bowdoin. The following information pertains to transfer candidates:

1. Candidates should file a transfer application by April 15, and must arrange to have submitted at the same time transcripts of their college and secondary school records, statements from deans or advisers at their colleges, and at least two recommendations from current or recent professors. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision by late May.

2. Transfer candidates should have academic records of honors quality ("B" work or better) in a course of study which approximates the work that would have been done at Bowdoin, had they entered as freshmen. Bowdoin accepts transfer credit for liberal arts courses in which a grade of "C" or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at our Registrar's Office and have been appraised by the dean of the College and appropriate department chairmen.

3. Candidates entering the junior year will be given preference. Two years of residence is required for a bachelor's degree from Bowdoin. Candidates must present one full year of academic credit to be considered for transfer.

4. The funds available for transfer students are limited by commitments

the College has already made to needy enrolled students and incoming freshmen. All transfers are eligible for aid, based on financial need. Applicants for aid must file a Financial Aid Form with the College Scholarship Service by April 1.

Special Students: Each semester, as space within the College and openings within courses permit, Bowdoin admits a few Special Students. In general, this program is intended to serve the special educational needs of residents of the Brunswick area. It is not a program for recent high school graduates who have not attended college or a program for students who have been enrolled in a college in the previous year. The tuition is $850.00 for each course each semester. Inquiries should be addressed to the transfer coordinator. Normally, participation in the program is limited to two semesters.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than one thousand colleges that ask candidates for financial aid to file information through the College Scholarship Service, P. O. Box 2700, Princeton, New Jersey 08540, or P. O. Box 380, Berkeley, California 94701. This organization has been formed to simplify application procedures and to make decisions on awards as equitable as possible. Each applicant for financial aid must obtain the Financial Aid Form from his or her school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for scholarship is complete upon receipt of the Financial Aid Form and the completed application for admission.* February 1 is the deadline for filing these applications (or November 15 for Early Decision applicants.) Candidates should not be discouraged from applying to Bowdoin College for lack of funds. Because of its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In 1980-1981, approximately 35 percent of the entering class of 374 students received financial assistance. The amount of assistance intended to meet the individual's need is calculated from the information in the Financial Aid Form. The average award of grant and loan was about $5,150. Additional material about the program of financial aid at Bowdoin may be found on pages 58-98. Awards of financial aid are announced with the letters of admission.

All correspondence concerning freshman and transfer admission to the College and scholarship aid should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine 04011; telephone (207) 725-8731.

Scholarships, Loans, and Financial Aid

Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as an outright grant should also expect to earn a portion of their expenses and that they and their families should assume responsibility for repayment of some part of what has been advanced to help them complete their college course. Grants will total about $2,045,000 in 1981-1982 and will be made to about 35 percent of the student body. All awards are made on the basis of satisfactory academic work and financial need, which is a requisite in every case. The financial aid program is coordinated by the director of student aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the director of admissions.

For the past several years, nearly $400,000 has been lent annually to students. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the director of student aid. These loans, including those made from National Direct Student Loan funds, bear no interest during undergraduate residence. Interest at 4 percent is charged; and payment over a ten-year period is called for beginning six months after graduation or separation; or after graduate school, three years of deferment for such things as military, Peace Corps, or Vista service, or a combination of these. National Direct Student Loans also provide for the waiver of some payments for persons who become teachers and/or who serve in the military. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. A few jobs are assigned to supplement grants and loans, but there are other opportunities for students who are interested, able, and willing to work. Commitments for employment are not made to freshmen until after the opening of college in the fall. The College participates in the Work-Study Program established under the Economic Opportunity Act of 1964, the Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Pell (formerly Basic Educational Opportunity) Grant Program established under the Higher Education Amendments of 1972.

Prematriculation Scholarships: About 125 freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $500 to $9,500. As noted above, some awards are direct grants, but most include the tender of loans. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the director of admissions before February 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of academic and personal promise as well as on the degree of financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on one of the standard aid forms of the College Scholarship Service.

A freshman who holds a prematriculation award may be assured of continuing financial aid that meets his or her needs in the upper-class years if grades each semester are such as to assure normal progress toward graduation. This will ordinarily require grades of *Pass* in all regular courses, except that in some cases one grade of *Fail* may, at the discretion of the Committee on Admissions and Student Aid, be balanced by one grade of *High Honors* or two grades of *Honors*. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the freshman year, will remain in effect for the full year unless the work of the holder is unsatisfactory. Awards for such students may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

General Scholarships: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may be made in November for aid to be assigned during the spring semester on a funds-available basis. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Employment Assignments: So far as practicable all college student jobs pay-

ing as much as $200 per year will be assigned to students of recognized need. Although most students must find their own jobs on campus, the student payroll for the past several years has exceeded $325,000.

Graduate Scholarships: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the director of student aid. They are described on pages 94-96.

General Scholarships

The awards made as general scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the fall by the Faculty Committee on Admissions and Student Aid. The scholarships are listed alphabetically in each of two sections, endowed scholarships and scholarships funded annually.

ENDOWED SCHOLARSHIPS

(As of May 31, 1981)

E. Farrington Abbott Memorial Scholarship Fund (1965) $36,379
Given by his family.
Preference, first, to students from Androscoggin County, and second, to students from Maine.

Clara Rundlett Achorn Scholarships (1932) 14,444
Given by Edgar O. Achorn 1881.
Preferably to students from Lincoln Academy, Newcastle.

Fred H. Albee Scholarship Fund (1956) 31,616
Given by Mrs. Fred H. Albee.

Louella B. Albee Scholarship (1956)
Given by Mrs. Fred H. Albee.
One-half the income of a trust fund, awarded every four years.

Stanwood Alexander Scholarship (1903) 13,948
Given by DeAlva Stanwood Alexander 1870.
Preferably to students from Richmond, or for excellence in American history.

Vivian B. Allen Foundation Scholarship Fund (1970) 107,502
Given by the Vivian B. Allen Foundation.
To students from foreign countries.

Dominic N. Antonucci Scholarship Fund (1973) 10,910
Given by Mrs. Lucia Antonucci.
Preference to students of Italian ancestry from Massachusetts.

Leon W. and Hazel L. Babcock Fund (1965) 49,782
Given by Leon W. Babcock 1917.
Students showing aptitude and interest in the study of the physical sciences.

Antanina Kunigonis-Marcinkevicius Bachulus Fund (1964) 33,314
Given by John Matthew Bachulus 1922.
Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.

Eva D. H. Baker Scholarship (1932) 6,365
Given by Guy P. Estes 1909.
Preferably to a Christian Scientist.

Dennis Milliken Bangs Scholarship (1918) 6,976
Given by Mrs. Hadassah J. Bangs.

Byron F. Barker Scholarship (1976) 137,022
Established by the bequest of Byron F. Barker 1893.
Preference to students from Bath High School, to be selected for Proficiency in English literature and some specific acquirement in athletics.

Donald F. and Margaret Gallagher Barnes Scholarship Fund (1974) 12,097
Given by friends.
First preference shall be given to deserving and needy undergraduate women.

W. S. Bass '96 and J. R. Bass '00 Memorial Scholarship Fund (1965) 61,455
Given by members of the Bass family.
Students from Wilton, other towns in Franklin County, or from Maine.

Richard C. Bechtel Scholarship Fund (1967) 52,264
Given by Richard C. Bechtel 1936.
Preference to students showing aptitude and interest in the field of mathematics.

Helen Andrus Benedict Memorial Scholarship Fund (1975) 27,329
Given by Surdna Foundation, Inc.

Charles R. and Mary D. Bennett Scholarship Fund (1967) 11,466
Given by Mrs. Charles R. Bennett.
Students from Yarmouth, from North Yarmouth Academy or Yarmouth High School, or from Cumberland County.

Freeman E. Bennett and Ella M. Bennett Fund (1950) 45,797
Given by Mrs. Freeman E. Bennett.

Louis and Selma Bernstein Scholarship Fund (1970) 71,328
Given by Louis Bernstein 1922.

Harold Lee Berry Scholarship Fund (1959) 18,770
Given by Harold Lee Berry 1901.

Charles G. Berwind Scholarship Fund (1966) 55,635
Given by Charles G. Berwind and others.
Preference to students who have been associated with the program of the Big Brothers of America, Inc.

Beverly Scholarship (1923) 5,060
Given by the Beverly (Mass.) Men's Singing Club.
Preference to students from Beverly, Massachusetts.

William Bingham 2nd Scholarship Fund (1956) 29,243
Given by the Trustees, Betterment Fund under the will of William Bingham 2nd.
Students from Bethel, other towns in Oxford County, or from Maine.

Adriel U. Bird Scholarship Fund (1953) 209,751
Given by a friend of Adriel U. Bird 1916.
Students from New England graduated from New England schools.

Blake Scholarship (1882) 5,611
Given by Mrs. Noah Woods.

Edward H. Bond and Eva D. Bond Scholarship Fund (1973) 27,085
Given by Edward H. and Eva D. Bond.
Preference to students who graduated from Boston Latin School.

George Franklin Bourne Scholarship (1887) 1,402
Given by Mrs. Narcissa Sewall Bourne.

James Bowdoin Scholarship Fund (1969) 32,861
Given by Clara Bowdoin Winthrop.
Preference to students who are residents of Maine.

James Bowdoin Student Aid Fund (1962) 2,702
Given by several persons.

George W. R. Bowie Fund (1965) 3,486
Given by William Roland Bowie.
A needy Protestant student, preferably a country boy of American ancestry from Androscoggin County.

Robert W. Boyd Scholarship Fund (1968) 19,742
Given by his friends.

John M. and Matthew J. Braciulis-Bachulus Scholarship Fund (1981) 5,426
Given by John M. Bachulus 1922.
Preference given to women members of Alpha Kappa Sigma fraternity. To be selected by a person named by the president of the College.

John Hall and George Monroe Brett Fund (1957) 57,433
Given by Mrs. John Hall Brett.

Geraldine Brewster Scholarship Endowment Fund (1957) 5,557
Given by Geraldine Brewster.

Brodie Scholarship Fund (1978) 53,788
Given by Theodore H. Brodie 1952.
To students from middle income families not otherwise financially eligible for scholarship aid, or only for partial scholarship aid, but whose circumstances impose hardship without such aid.

Percy Willis Brooks Fund (1974) 117,880
Given by Percy Willis Brooks 1890 and Mary Marshall Brooks.
Four scholarships to undergraduates.

Stuart F. Brown Scholarship Fund (1968) 46,897
Given by Mrs. Stuart F. Brown and family.

William Buck Scholarship Fund (1947) 2,167
Given by Anna S. Buck.
A premedical student, preferably from Piscataquis County.

George W. Burpee Scholarship Fund (1968) 12,027
Given by his friends.

Moses M. Butler Scholarship Fund (1903) 13,787
Given by Mrs. Moses M. Butler.

Buxton Scholarship Fund (1875) 30,260
Given by Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919.
Preference to natives and residents of Buxton.

Florence Mitchell Call Scholarship (1927) 2,167
Given by Norman Call 1869.

Todd H. Callihan Memorial Scholarship Fund (1978) 3,812
Given by J. H. and Helen Todd Callihan in memory of Todd H. Callihan 1954.

Canal National Bank Scholarship Fund (1975) 13,674
Given by Canal National Bank.
Preference to employees and sons and daughters of employees of United Bancorp of Maine, with second preference given to students in the State of Maine.

Milton Canter Scholarship 5,525
Given by Rosalie Canter in memory of her husband, Milton Canter 1922.
For worthy students from the Gardiner Area High School.

Hodding Carter/Class of 1927 Memorial Scholarship Fund (1978) 121,746
Given by Mrs. Hodding Carter, *The Delta Democrat Times,* and members and friends of the Class of 1927.

Sylvester B. Carter Scholarship (1918) 3,938
Given by Sylvester B. Carter 1866.
Residents of Massachusetts.

Casco Bank & Trust Company Scholarship Fund (1975) 13,767
Given by Casco Bank & Trust Company.
Preference to qualified employees and children of employees of Casco Bank.

Warren B. Catlin Fund (1969)
Given by Warren B. Catlin.
The sum of $35,000 of the annual income of a fund of $2,182,339 for financial assistance to students in the form of loans and/or grants.

Justus Charles Fund (1875) 13,859
Given by Justus Charles.

Curtis E. Chase Memorial Fund (1971) 8,774
Given by his family and friends.
A senior who realizes the importance of serving the United States.

Henry T. Cheever Scholarship (1897) 702
Given by Henry T. Cheever 1834.

Hugh J. Chisholm Scholarship (1915) 84,042
Given by Mrs. Hugh J. Chisholm and Hugh J. Chisholm, Jr.

Claff Scholarship Fund (1963) 27,095
Given by the Claff Charitable Foundation, Dr. C. Lloyd Claff 1918, Chester E. Claff 1921, and Leslie A. Claff 1926.

Samuel Clark, Jr., Scholarship Fund (1941) 18,056
Given by Samuel W. Clark, Jr.
Students serving as assistants, preferably from Portland.

Class of 1872 Scholarship (1903) 3,531
Given by the Class of 1872.

Class of 1881 Scholarship (1907) 5,702
Given by the Class of 1881.

Class of '92 Scholarship Fund (1918) 2,089
Given by the Class of 1892.

Class of 1896 Memorial Scholarship Fund (1917) 7,854
Given by the Class of 1896.

Class of 1903 Scholarship (1914) 28,023
Given by the Class of 1903.
Preference to descendants of members of the Class.

1916 Class Fund (1941) 7,956
Given by the Class of 1916.

Class of 1919 Scholarship Fund (1970) 66,014
Given by the Class of 1919.
Preference to descendants of members of the Class.

Class of 1920 Scholarship Fund (1938) 3,183
Given by the Class of 1920.

Class of 1926 Fund (1951) 81,491
Given by the Class of 1926.

Class of 1929 Memorial Scholarship Fund (1954) 113,164
Given by the Class of 1929.
Preference to descendants of members of the Class.

Class of 1930 Scholarship Fund (1955) 80,669
Given by the Class of 1930.

Class of 1931 Memorial Fund (1956) 31,251
Given by the Class of 1931.

Class of 1932 Scholarship Fund (1957) 32,285
Given by the Class of 1932.

Class of 1933 Memorial Fund (1958) 27,252
Given by the Class of 1933.
Preference to descendants of members of the Class.

Class of 1936 Scholarship Fund (1961) 59,686
Given by the Class of 1936.

Class of 1940 Memorial (1965) 36,745
Given by the Class of 1940.
Preference to students of meritorious scholastic achievement who are athletically adept.

Class of 1942 Memorial Scholarship Fund (1968) 69,051
Given by the Class of 1942.
Two scholarships of one-half the annual income each to freshmen, one to a student of meritorious achievement who is athletically adept and one to a student of meritorious achievement who is adept in the study of classics, music, or art.

1944 Class Fund (1944) 49,498
Given by the Class of 1944.

Class of 1948 Memorial Scholarship Fund (1974) 58,041
Given by the Class of 1948.
Preference to descendants of members of the Class of 1948.

Class of 1949 Scholarship Fund (1974) 58,379
Given by the Class of 1949.

Class of 1950 Scholarship Fund (1976) 154,345
Given by the Class of 1950.

Class of 1951 Scholarship Fund (1977) 32,294
Given by members of the Class of 1951.

Class of 1952 Scholarship Fund (1978) 30,661
Given by the Class of 1952.

Class of 1953 Scholarship Fund (1979) 45,635
Given by the members of the Class of 1953.

Class of 1954 Scholarship Fund (1980) 73,022
Given by members of the Class of 1954.

Class of 1955 Scholarship Fund (1981) 25,918
Given by the members of the Class of 1955.

Class of 1958 Scholarship Fund (1979) 24,531
Given by members of the Class of 1958.
Preference to descendants of members of the Class of 1958.

James F. Claverie Memorial Scholarship Fund (1967) 6,518
Given by Mrs. Dorothy A. Claverie.
Preference to descendants of James F. Claverie 1910.

Mary Cleaves Scholarship Fund (1872) 4,351
Given by Mary Cleaves.

Nathan Clifford Scholarship Fund (1975) 11,417
Given by Roger Howell, Jr. 1958.

Philip O. and Alice Meyer Coffin Scholarship Fund (1967) 11,907
Given by Alice M. Coffin.
Preference to students who graduated from the Brunswick High School.

Alfred E. Cohan Scholarship Fund (1970) 27,199
Given by Hannah Seligman.
Students who have an interest in the creative arts.

Clarence L. Cole Scholarship Fund (1980) 8,024
Given by his son, David L. Cole 1961.

Sanford Burton Comery Fund (1936) 1,445
Given by the Belmont High School and friends.
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.

Albert D. and Madelyn Dyer Conley Scholarship Fund (1968) 13,388
Given by Mr. and Mrs. Albert D. Conley in memory of John Small Dyer, Medical 1904.
Preference to physically or socially handicapped students from the State of Maine.

Connecticut Alumni Scholarship Fund (1955) 14,946
Given by the Bowdoin Alumni Association of Connecticut.

Carleton S. Connor Memorial Fund (1963) 43,420
Given by his friends and relatives.
Preference to students from Connecticut.

E. C. Converse Scholarship Fund (1922) 74,211
Given by Edmund Cogswell Converse.

Leon T. and Florence Kennedy Conway Scholarship Fund (1967) 33,010
Given by Leon T. Conway 1911 and Mrs. Conway.
Preference to students from Hackensack and other New Jersey communities.

Harry S. and Jane B. Coombs Fund (1962) 2,433
Given by Mrs. Harry S. Coombs.

Else H. Copeland Scholarship Fund (1955) 39,792
Given by Melvin Thomas Copeland 1906.

Manton Copeland Scholarship Fund (1960) 97,784
Given by friends of Professor Copeland.
Preference to juniors and seniors majoring in biology.

Sanford B. and Elizabeth N. Cousins Scholarship Fund (1974) 38,383
Given by Sanford B. Cousins 1920.

Cram Memorial Scholarship (1872) 1,406
Given by Marshall Cram.

Ephraim Chamberlain Cummings Scholarship (1914) 4,208
Given by Mrs. Ephraim C. Cummings.

Charles M. Cumston Scholarship (1902) 34,921
Given by Charles M. Cumston 1843.
Preferably to graduates of the English High School of Boston.

Curtis Scholarship Fund 3,901
Given by John D. Davis 1952 in memory of members of the Curtis family.

Lawrence Dana Memorial Scholarship Fund (1981) 13,446
Given by family and friends of Lawrence Dana 1935.
Preference to juniors and seniors who plan careers in law.

Mary Decrow Dana Scholarship Fund (1967) 29,461
Given by Luther Dana 1903.

Dr. Murray Snell Danforth Fund (1956) 12,962
Given by Agnes H. Danforth.
Legal residents of Maine preparing for the medical or related professions.

Dr. Murray Snell Danforth Scholarship Fund (1967) 12,704
Given by Clarrissa Danforth Dixon.
Legal residents of Maine preparing for the medical or related professions.

Deane Scholarship in English Literature (1924) 1,434
Given by Mrs. Sarah M. B. Deane.
A deserving student showing particular ability in English literature.

Noel W. Deering and James L. Deering Scholarship Fund (1970) 3,936
Given by Mrs. Noel W. Deering.

Benjamin Delano Scholarship (1877) 1,406
Given by Benjamin Delano.

Delta Psi of Sigma Nu Scholarship (1972) 73,168
Established by Sigma Nu Corporation.
Preference to descendants of Bowdoin Sigma Nu alumni.

Mary M. and David A. Dickson Scholarship Fund (1979) 15,462
Given by members of the Dickson family.
Preference given to gifted and needy students from the secondary schools in Cumberland County.

William H. Diller, Jr. Memorial Scholarship (1974) 54
Given by gifts of family and friends in memory of William H. Diller, Jr. 1937.
Preference to students majoring in French.

Dodge Fund (1959) 25,645
Given by Leon A. Dodge 1913.
Most deserving student who graduated from Lincoln Academy, Newcastle, or if none, to students from Lincoln County.

John C. Dodge Scholarship (1872) 7,181
Given by John C. Dodge 1834 and his family.

James L. and Harriet I. Doherty Scholarship (1931) 31,407
Given by Mrs. James L. Doherty.

Leon F. and Mildred E. Dow Scholarship Fund (1975) 1,796
Given by Leon F. Dow 1915 and Mrs. Dow.

William P. Drake Scholarship Fund (1979) 74,414
Given by William P. Drake 1936.
Preference to employees or the children of employees of the Pennwalt Corporation and its affiliates. Preference shall also be given to students pursuing a course of study in science or economics.

Frank Newman Drew Scholarship (1926) 2,889
Given by Franklin M. Drew 1858.

Edward A. Drummond Scholarships (1914) 7,295
Given by Edward A. Drummond.
Preferably to students from Bristol.

Joseph Blake and Katharine Randall Drummond Scholarship Fund (1966) 18,552
Given by Mrs. Joseph B. Drummond.
Preference to students from Cumberland County.

Charles Dummer Scholarships (1874) 8,907
Given by Mrs. Charles Dummer.

Edward A. Dunlap, Jr. Family Scholarship Fund (1973) 2,156
Given by Dora M. Dunlap in memory of Edward A. Dunlap, Jr. 1903.

Robert H. Dunlap Scholarship Fund (1970) 391,266
Given by Mrs. Robert H. Dunlap.
For qualified French students to study for a year at Bowdoin or for qualified Bowdoin students to study for a year in France.

Sherman W. Dunn Scholarship Fund (1973) 2,454
Given by Sherman W. Dunn.
For students from Maine.

Jessie Ball du Pont Scholarship Fund (1966) 470,756
Given by Mrs. Alfred I. du Pont.

John D. Dupuis Memorial Scholarship Fund (1978) 5,992
Given by Eileen N. Dupuis, widow of John D. Dupuis 1929, and their children, C. Thomas Dupuis and Jean N. D. Reed.

Emma Jane Eaton Scholarship (1944) 14,444
Given by Mrs. Emma Jane Eaton.
Students who are graduates of the Calais High School or natives of Washington County.

Ayres Mason Edwards Scholarships (1937) 7,764
Given by Mrs. Ayres Mason Edwards.

Robert Seaver Edwards Scholarship Fund (1965) 17,618
Given by an anonymous donor and by family.

John F. Eliot Scholarship (1932) 51,533
Given by John F. Eliot 1873 and Mrs. Eliot.

Gilbert M. Elliott, Jr. Memorial Scholarship (1981) 3,437
Given by family and friends of Gilbert M. Elliott, Jr. 1925.
For deserving undergraduates, keeping in mind Mr. Elliott's many years of service as a member of the Governing Boards' Committee on Athletics.

And Emerson Scholarships (1875) 10,466
Given by And Emerson.

Emery Scholarship (1933) 17,440
Given by Mrs. Anne Crosby Emery Allinson.
For an individual boy to be selected by the dean of the College.

William Engel Fund (1936) 25,800
Given by Mrs. William Engel.

Dana Estes Scholarship (1912) 3,553
Given by Dana Estes.

Guy Parkhurst Estes Scholarships (1958) 128,223
Given by Guy Parkhurst Estes 1909.

Lewis Darenydd Evans II Scholarship Fund (1950) 220,839
Given by Frank C. Evans 1910 and Mrs. Evans.
Scholarships or loans to students from the State of Maine.

Fagone Scholarship Fund (1969) 5,166
Given by Mrs. Helen Bacon Fagone and friends in memory of Francis A. Fagone 1922.
Preference to a student from Portland High School or Deering High School in Portland, Maine, who intends to pursue a medical course of study or one in the natural sciences.

George B. Farnsworth-Thomas P. and Agnes J. Hanley Scholarship Fund (1966) 18,543
Given by Miss Margaret A. Hanley and Daniel F. Hanley 1939.
Preference to juniors and seniors who are premedical students.

Hugh F. Farrington Scholarship Fund (1947) 299
Given by Mrs. Hugh F. Farrington.

Stephen A. Fay Memorial Scholarship Fund (1981) 7,994
Given by family and friends of Stephen A. Fay 1972.
For students concerned with "understanding, promoting, and guard-

ing the outdoors so that it can be enjoyed and used in a sound and wise way." These interests may include forestry, chemistry, and marine biology.

G. W. Field Fund (1881) 5,874
Given by George W. Field 1837.
Preference, first, to students or graduates of the Bangor Theological Seminary and, second, to graduates of the Bangor High School.

Herbert T. Field Scholarship Fund (1967) 44,381
Given by Caroline F. Dunton.
Preference to students from Belfast and Waldo County, Maine.

Edward Files Scholarship Fund (1960) 4,408
Given by Charles Edward Files 1908.
Preference to a student from Cornish or a nearby town.

Joseph N. Fiske Scholarship (1896) 1,406
Given by Mrs. Joseph N. Fiske.

John P. Fitch Scholarship Fund (1968) 25,228
Given by Mrs. John P. Fitch.

James R. Flaker Memorial Scholarship Fund (1981) 16,470
Given by family and friends of James R. Flaker 1954.
For a male member of the freshman class with preference to students of Cumberland County, Maine.

Dr. Ernest B. Folsom Scholarship Fund (1967) 64,134
Given by Effie I. Jordan.

Ernest B. Folsom Fund (1963) 10,818
Given by the estate of Mable A. Davis.

Wm. E. Foster Scholarship Fund (1968) 139,640
Given by Mrs. Alta Whitehouse Foster.
Preference to students intending to pursue a career in journalism.

Richard D. Foulkes, Jr. Memorial Scholarship Fund (1979) 4,292
Given by the parents, relatives, and friends of Richard D. Foulkes, Jr. 1971.

Desiree L. Franklin Scholarship Fund (1978) 109,915
Given by Edwin A. McGuire and Elizabeth J. Vetterick, Executors of the estate of Desiree L. Franklin.

Samuel Fraser Scholarship Fund (1969) 3,225
Given by Samuel Fraser 1916.
Students from Masardis, Maine.

John D. and Mary Thomas Frates Scholarship Fund (1976) 4,842
Given by John D. Frates, of the Class of 1929, and Mary Thomas Frates in memory of their parents, Anthony A. and Mary Hayes Frates and Fred A. and Harriet Beaulieu Thomas.
Preference to lineal descendants.

Benjamin Apthorp Gould Fuller, of the Class of 1839, Scholarship (1916) 1,794
Given by an anonymous donor.
Preference to a student from Augusta.

George Gannett Fund (1913) 9,084
Given by Mrs. George Gannett.

Paul E. Gardent, Jr. Scholarship Fund (1974) 48,542
Given by Paul E. Gardent, Jr. 1939.

General Electric College Bowl Scholarship Fund (1964) 16,678
Given by the General Electric Company and others.

William Little Gerrish Scholarship (1890) 1,406
Given by Frederic Henry Gerrish 1866.

Charles H. Gilman Scholarship (1924) 1,445
Given by Mrs. Charles H. Gilman.

Given Foundation Scholarship Fund (1960) 123,670
Given by the Irene Heinz Given and John LaPorte Given Foundation, Inc.

Marion D. Glode Scholarship Fund (1974) 6,211
Given by Marion D. Glode.
For qualified and deserving female undergraduates.

Dr. Edwin W. Gould Scholarship (1936) 1,445
Given by Edwin W. Gould, Medical 1887.

Graustein Scholarship Fund (1974) 37,425
Given by Archibald R. Graustein.

Joseph and Lester Gumbel Scholarship Fund (1959) 24,733
Given by Lester Gumbel 1906.

Henry W. and Anna E. Hale Scholarship Fund (1945) 21,037
Given by an anonymous donor.

John P. Hale Scholarship (1916) 5,460
Given by Mrs. John P. Hale and Mrs. Elizabeth Hale Jacques.

Hall-Mercer Scholarship Fund (1940) 107,927
Given by the Reverend Alexander G. Mercer.

Hancock County Scholarship Fund (1976) 27,992
Given by David Rockefeller.
Preference to deserving and needy students from Hancock County.

John F. Hartley Scholarship (1915) 20,205
Given by Frank Hartley.
Students or graduates intending to enter the profession of the law.

Moses Mason Hastings Fund (1933) 12,645
Given by Mrs. Fred H. Dodge.
Preferably to students from Bethel and Bangor.

Hasty Scholarship Fund (1912) 1,445
Given by Almira K. Hasty.
Preferably to students from Portland or Cape Elizabeth.

Edward C. and Harriet C. Hawes Scholarship Fund (1972) 65,596
Given by family and friends.
Preference to residents of Bangor, Maine.

Hawes-George Scholarship Fund (1972) 109,316
Given by Winthrop Bancroft.
Preference to ROTC students from Maine.

Hazen Scholarship Fund (1974) 20,364
Given by William H. Hazen 1952.

James F. Herlihy Fund (1971) 316,653
Given by James F. Herlihy.
Preference to premedical students.

Edna L. Higgins Fund (1974) 98,300
Given by Edna L. Higgins.
Preference to students from the greater Portland area.

John W. and Florence S. Higgins Scholarship Fund (1966) 320,941
Given by John W. Higgins 1902 and Mrs. Higgins.
Preference to students from Starks, Skowhegan, Somerset County, and Maine, in that order.

Ernest Laurence Hill Scholarship Fund (1960) 147,052
Given by Mrs. Annette S. Hill.

Linnie P. Hills Fund (1963) 11,475
Given by Mrs. Linnie P. Hills.

Luther G. Holbrook Scholarship Fund (1980) 11,204
Given by the Richard King Mellon Charitable Trusts.
Preference to students from the State of Maine.

Currier C. Holman 1906 Scholarship Fund (1973) 16,417
Given by Joseph F. Holman.
Preference to students from Franklin County, Maine.

Leland W. Hovey Scholarship Fund (1973) 24,863
Given by various donors.

Howe Scholarship (1931) 63,798
Given by Lucien Howe 1870.
Preferably to students intending to study ophthalmology or allied subjects.

Caroline Huntress Scholarship Fund (1943) 1,414
Given by Roderick L. Huntress 1927.

Roscoe Henderson Hupper Scholarship Fund (1968) 17,218
Given by Mrs. Roscoe H. Hupper.

Guy H. Hutchins Scholarship (1943) 1,445
Given by Guy H. Hutchins, Medical 1899.
A student majoring in biology or chemistry.

Winfield S. Hutchinson Scholarships (1959) 43,048
Given by Mrs. Winfield S. Hutchinson.

Roscoe C. Ingalls Scholarship Fund (1973) 114,672
Given by his family.

Charles T. Ireland, Jr. Scholarship Fund (1974) 124,000
Given by family and friends.

William Dunning and Mary Elliott Ireland Scholarship Fund (1968) 72,098
Given by members of the family and friends.
Preference to a student who has had some connection with the College in the past.

Ireson-Pickard Scholarship (1960) 6,183
Given by Jennie E. Ireson.

Howard Rollin Ives Memorial Scholarship (1917) 49,950
Given by friends of Howard Rollin Ives 1898.

Parker and Edwin D. Jaques Fund (1974) 5,746
Given by Clara B. Bixler.

Henry Whiting Jarvis Scholarship Fund (1954) 1,420
Given by Mrs. Eleanor Jarvis Newman.

Alfred Johnson Scholarships (1870) 4,207
Given by Alfred Waldo Johnson 1845.

John Johnston Fund (1938) 36,112
Given by Albert W. Johnston.

Dr. R. Fulton and Margaret Hartley Johnston Scholarship Fund (1974) 10,987
Given by Dr. R. Fulton Johnston 1924.
Preference to juniors and seniors who are premedical students.

Sarah Maude Kaemmerling Scholarship and Loan Fund (1959) 157,332
Given by Mrs. Sarah Maude Kaemmerling.

Samuel E. Kamerling Scholarship Fund (1977) 10,829
Given by Raymond E. Boucher 1945 and Frederic G. Dalldorf 1954 in honor of Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry Emeritus.
Preference to students majoring in chemistry.

Kappa Scholarship Fund (1947) 7,100
Given by Charles S. F. Lincoln 1891.
To a member of the Psi Upsilon Fraternity.

Frederick L. Kateon Scholarship (1971) 16,646
Given by Frederick L. Kateon.
One-third to a student majoring in foreign languages, one-third to a student tending toward public life or the law, and one-third to a student pursuing premedical courses.

Dean Nathaniel C. Kendrick Scholarship Fund (1970) 38,720
Given by his family and friends.

Frank H. Kidder Scholarship (1929) 30,816
Given by Frank H. Kidder.
Preference to graduates of Thayer Academy or students from Massachusetts.

Monte Kimball Scholarship Fund (1970) 74,833
Given by W. Montgomery Kimball 1923.
Preference to students from Henderson County, North Carolina.

Bowdoin Martin Luther King, Jr. Scholarship (1971) 1,767
Given by various donors.

Charles Potter Kling Fund (1934) 72,224
Given by Charles P. Kling.
Provides tuition and books for students of colonial or revolutionary ancestry.

George B. Knox Fund (1962) 1,282,467
Given by George B. Knox 1929 and Mrs. Knox.

Donald Nash Koughan Scholarship (1972) 2,259
Given by Mrs. Donald N. Koughan.
Preference to students who are doing their major work in English.

Samuel Appleton and Estelle Hamilton Ladd Scholarship Fund (1969) 31,157
Given by the Class of 1929, members of the family, and friends.
Juniors and/or seniors interested in pursuing a business career.

Frederic Evans Lally Scholarship (1902) 702
Given by Frederic Evans Lally 1882.

Joseph Lambert Fund (1896) 1,402
Given by Mrs. Ann E. Lambert.

Donovan D. Lancaster Scholarship (1969) 14,489
Given by members of Alpha Rho Chapter, Kappa Sigma Fraternity, and other friends.
Preference to an active member of Alpha Kappa Sigma Fraternity.

John V. Lane Scholarship (1942) 7,222
Given by Susan H. Lane.

Lavender Scholarship Fund (1974) 19,849
Given by David G. Lavender 1955.
Preference to students of middle-income families.

Lawrence Foundation (1847) 8,985
Given by Mrs. Amos Lawrence.
Preference to graduates of Lawrence Academy.

Lawrence Scholarship (1926) 36,141
Given by Mrs. Samuel C. Lawrence.
Students residing in the State of Maine.

Guy W. Leadbetter Scholarship Fund (1974) 11,939
Given by Guy W. Leadbetter, Jr. 1947 in honor of Guy W. Leadbetter, M.D., 1916.
Preference to students with strong academic records who are physically adept.

Richard Almy Lee Scholarship (1910) 2,889
Given by Mrs. Elizabeth Lee Eliot and Miss Sylvia Lee.
Preference to a member of the Beta Theta Pi Fraternity.

Edward K. Leighton Scholarships (1953)
Given by Edward K. Leighton 1901.
A part of the income of the Edward K. Leighton Fund.
Students residing in Knox County.

Leon Leighton and Margaret B. Leighton Scholarship Fund (1944) 14,445
Given by Leon Leighton, Jr. 1919.
Preference to descendants of alumni of Bowdoin College.

Frank E. and Nellie V. Leslie Scholarship Fund (1967) 5,698
Given by Nellie V. Leslie.
Preference to students from Maine or Massachusetts pursuing a pre-medical course.

Weston Lewis Scholarship (1919) 21,667
Given by Mrs. Weston Lewis.

John W. Leydon Memorial Scholarship Fund (1972) 1,647
Given by his family and friends.

Charles F. Libby Scholarship (1915) 4,724
Given by Charles F. Libby 1864.
A student and resident of Portland, preferably pursuing a classical course.

George Franklin Libby Scholarship Fund (1979) 48,277
Given by George Franklin Libby 1891.

Lucien P. Libby Memorial Scholarship (1971) 16,480
Given by Mrs. Lucien P. Libby.
Preference to boys from Portland, Maine.

Amos D. Lockwood Scholarship (1888) 1,592
Given by Mrs. Sarah F. Lockwood.

George C. Lovell Scholarship (1917) 2,852
Given by Mrs. George C. Lovell.
Preference to a student from Richmond.

Lauriette G. Lowell Memorial Scholarship Fund (1977) 2,704
Given by family and friends.
Preference to students from Maine who participate in varsity athletics.

Lubec Scholarship Fund (1961) 60,217
Given by Sumner T. Pike 1913.
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.

Moses R. Ludwig and Albert F. Thomas Scholarships (1884) 1,469
Given by Mrs. Moses R. Ludwig.

Earle Howard Lyford Scholarship (1956) 2,635
Given by Mrs. Earle Howard Lyford.

Frederick J. and Hope M. Lynch Fund (1968) 21,908
Given by Hope M. Lynch.
Preference to students born and residing in Maine.

Louis Blalock McCarthy Scholarship Fund (1966) 19,131
Given by his family and friends.

Dr. Philip H. and Doris D. McCrum Scholarship Fund (1978) 50,101
Given by Dr. and Mrs. Philip H. McCrum.

Scott S. McCune Scholarship Fund (1963) 30,206
Given by Mr. and Mrs. George W. McCune, Jr., George B. Knox 1929, and Mrs. Knox.
Preference to students from Idaho and Utah.

Daniel K. MacFayden Scholarship Fund (1972) 10,635
Given by family and friends.
Preference to students who have earned a varsity letter in baseball.

S. Forbush McGarry, Jr. Scholarship Fund (1941) 31,089
Given by S. Forbush McGarry, Jr. 1936 and Caroline McGarry.

Greenwood H. McKay Fund (1965) 11,993
Given by Roland L. McKay, Medical 1908.
Preference to students from Augusta.

McKee Scholarship Fund (1975) 5,528
Given by Charles D. McKee.

Max V. MacKinnon Scholarship Fund (1968) 1,165
Given by Mrs. Louise McCurdy MacKinnon.

Reginald P. and Kathleen F. McManus Scholarship Fund (1980) 18,375
Given by Reginald P. McManus 1952.
Preference to students from John Bapst High School in Bangor, Maine.

George Clifton Mahoney Fund (1939) 12,003
Given by George C. Mahoney 1891.

William N. Mann Scholarship Fund (1969) 2,808
Given by William N. Mann.
Preference to residents of Yarmouth, Maine, or second, to graduates of North Yarmouth Academy.

Michael K. Marler Scholarship Fund (1978) 1,828
Given by Dr. and Mrs. Charles D. Marler, Mr. Charles J. Stanley, friends, relatives, and classmates in memory of Michael K. Marler 1977.

Richard S. Mason Scholarships (1958)
Given by Jane Graham Mason.
One-third of the income of a fund of $51,847.

Charles P. Mattocks Scholarship (1955) 2,740
Given by Mrs. Mary M. Bodge.

Francis LeBaron Mayhew Scholarship Fund (1922) 9,149
Given by Mrs. Francis LeBaron Mayhew.

James Means Scholarship (1885) 2,947
Given by William G. Means.

Joseph E. Merrill Scholarships (1909)
Given by Joseph E. Merrill 1854.
The sum of $4,000 annually from the income of a fund of $478,070. To American-born students, preferably those born in Maine.

Millar Family Scholarship Fund (1974) 20,456
Given by members of the family in honor of James A. Millar.

Minnesota Scholarship Fund (1974) 14,617
Given by alumni of the Minnesota area.
Preference to students from Minnesota.

Edward F. Moody Scholarship (1912) 13,928
Given by Inez A. Blanchard and others.
To a meritorious student for proficiency in chemistry.

Jennie L. Moody Fund (1947) 28,889
Given by William A. Moody 1882.

Hoyt A. Moore Scholarship Fund (1954) 137,773
Given by Hoyt A. Moore 1895.
For Maine boys, preferably from Ellsworth and other places in Hancock County.

Allen E. Morrell Scholarship Fund (1979) 22,503
Given by Richard A. Morrell of the Class of 1950 and Robert L. Morrell of the Class of 1947.
For deserving and needy students from the greater Brunswick area.

Malcolm E. Morrell Scholarship Fund (1967) 49,010
Given by his friends.

Freedom Moulton Scholarship Fund (1933) 15,015
Given by Augustus F. Moulton 1873.

Walter H. and Mary I. Moulton Scholarship Fund (1980) 2,991
Given by their children.

Arthur W. Mungai Memorial Scholarship Fund (1980) 29,924
Given by Robert D., Dorothy H., David S., Holiday M., Richard H., and Nancy M. Collins.
Preference to talented and needy students from East Africa with first preference to those from the Republic of Kenya.

New Hampshire Charitable Fund Scholarship (1964) 32,840
Given by the New Hampshire Charitable Fund and New Hampshire Alumni.
A student residing in New Hampshire.

Edward Henry Newbegin Scholarship (1909) 2,103
Given by Henry Newbegin 1857.

Guilford S. Newcomb Scholarship (1939) 1,445
Given by Edward R. Stearns 1889.
A worthy student from Warren.

Caroline Gibson Newman Scholarship Fund (1974) 2,192
Given by bequest of Paul J. Newman 1909.

Crosby Stuart Noyes Scholarships (1897) 5,611
Given by Crosby Stuart Noyes.
Preference to natives or residents of Minot.

O'Brien Scholarship (1935) 7,222
Given by Mrs. Harriet O'Brien Walker.
Preferably to students from Machias.

Frank H. and Vivi Johnson Ormerod Scholarship Fund (1979) 38,670
Given by Frank H. Ormerod 1921.

Osborne-Fawcett Scholarship Fund (1967) 22,676
Given by Mrs. D. C. Osborne.
Preference to students from the New York City-Long Island, N. Y., area.

Harry Oshry Scholarship Fund (1977) 32,969
Given by Harold L. Oshry 1940 in memory of his father.

Packard Scholarship (1905) 2,888
Given by Alpheus S. Packard, Jr. 1861.
A student in botany, geology, or zoology.

Toby Parker Memorial Scholarship Fund (1973) 48,853
Given by Mrs. John H. Halford.
Preference to students from Maine with a strong interest in music.

George Winfield Parsons Scholarship (1956) 3,229
Given by Harry S. Parsons, Medical 1891.
To a student from Brunswick.

Lindley F. and Mabelle Foss Parsons Scholarship Fund (1969) 9,316
Given by Marcus L. Parsons 1941.
Preference to students from Somerset County, Maine, or second, to students from rural Maine.

John H. Payne Scholarship (1947) 13,722
Given by John H. Payne 1876.
Preferably students born and brought up in the State of Maine.

John H. and Ernestine A. Payne Scholarship Fund (1947) 197,407
Given by Mrs. John H. Payne.
Preferably students born and brought up in the State of Maine.

Charles Henry Payson Scholarship Fund (1935) 246,788
Given by Mrs. Charles H. Payson and members of the Payson family.
Preferably to qualified Maine students.

Roland Marcy Peck Memorial (1917) 1,405
Given by Anna Aurilla Peck.

Woolf Peirez Scholarship Fund (1958) 71,386
Given by Louis A. Peirez.
Students from New York City or Nassau County, preferably those who are foreign born or are of foreign-born parents.

Samuel H. and Sarah Allen Perkins Scholarship Fund (1947) 1,455
Given by Dr. Anne E. Perkins and Dr. Effie A. Stevenson.

Arthur Lincoln Perry Scholarship (1936) 7,222
Given by Mary Adelia Perry.

Trueman S. Perry Scholarship (1939) 1,274
Given by Trueman S. Perry 1850.
A student looking to the Evangelical ministry as a profession.

Mary C. and John A. Peters Scholarship Fund (1973) 217,822
Given by Mary C. Peters.
Preference to students from Ellsworth or Hancock County, Maine.

Phi Delta Psi-Alpha Tau Omega Scholarship Fund (1973) 2,189
Given by Phi Delta Psi Fraternity, Inc.
Preference to descendants of members of Phi Delta Psi-Alpha Tau Omega.

Henry B. Phillips Scholarship Fund (1975) 3,305
Given by his wife, daughter, friends, and classmates.

Margaret M. Pickard Scholarship Fund (1954) 45,588
Given by John C. Pickard 1922.

Pierce Scholarship (1878) 1,473
Given by Lydia Pierce.

Clarence H. Pierce Fund (1981) 10,866
Given by Leonard A. Pierce 1905.
Preference to boys from Aroostook County, Maine.

Stanley Plummer Scholarship (1920) 2,944
Given by Stanley Plummer 1867.
Preference to students born in Dexter.

Pope Scholarship Fund (1974) 22,210
Given by Everett P. Pope 1941, Eleanor H. Pope, Laurence E. Pope II 1967, and Ralph H. Pope 1969.

Alton S. Pope Scholarship (1970) 190,220
Given by Mrs. Alton S. Pope and Philip H. Pope 1914.
Preference to graduates of Cony High School, Augusta, Maine.

L. Robert Porteous, Jr. Fund (1974) 37,826
Given by L. Robert Porteous, Jr. 1946.
Preference to students from the greater Portland area.

Portland Savings Bank Scholarship (1976) 10,957
Given by Portland Savings Bank.
Preference to qualified applicants for assistance who reside in Cumberland and York counties.

Potter Scholarship (1950) 75,834
Given by Caroline N. Potter.

Walter Averill Powers 1906 Scholarship Fund (1963) 12,229
Given by Ralph A. Powers 1913.
A student residing in the State of Maine.

John Finzer Presnell, Jr. Scholarship Fund (1947) 1,445
Given by Mr. and Mrs. John F. Presnell.
A student of high Christian principles.

C. Hamilton Preston, Class of 1902, Scholarship (1955) 2,740
Given by C. Hamilton Preston 1902.

Charles Baird Price III Scholarship Fund (1974) 20,548
Given by his family, classmates, and friends.
Preference to students from Kentucky.

Annie E. Purinton Scholarship (1908) 7,954
Given by Mrs. D. Webster King.
Preference to a Topsham or Brunswick boy.

Albert P. Putnam Scholarship Fund (1973) 629
Given by Fred L. Putnam 1904 in memory of his son of the Class of 1936.
Preference to students from Aroostook County.

Henry Brewer Quinby Scholarship Fund (1930) 62,112
Given by Mrs. Gurdon Maynard.
Preference to students from Maine, of American ancestry on both sides.

Henry Cole Quinby Scholarship (1962) 147,844
Given by Florence C. Quinby.
Preference to students from Kents Hill School.

Returned Scholarships (1933) 19,278
Given by various persons.

C. Earle Richardson and Ethel M. Richardson Fund (1962) 103,375
Given by C. Earle Richardson 1909.
Preference to students from Maine.

Flora T. Riedy Fund (1965) 17,010
Given by Flora T. Riedy.
Scholarships or loans to students.

Lawrence Rosen Scholarship Fund (1975) 5,631
Given by Irving Usen and other friends in memory of Lawrence Rosen 1927.

Rodney E. Ross 1910 Scholarship Fund (1965) 29,078
Given by Rodney E. Ross 1910.

Clarence Dana Rouillard 1924 Fund (1975) 7,762
Given by Clarence Dana Rouillard 1924.
Preference for its use be given to the Malcolm E. Morrell Scholarship Fund.

Frank D. Rowe Scholarship Fund (1975) 7,515
Given by Mrs. Gertrude N. Rowe and friends.
Preference, first, to students from Warren, Maine; second from Union, Maine; and third, from any other high school in Knox County.

Walter L. Sanborn Oxford County Scholarship Fund (1948) 28,004
Given by Walter L. Sanborn 1901.
Residents of Oxford County, preferably from Norway and Paris.

Mary L. Savage Memorial Scholarship (1872) 1,543
Given by William T. Savage 1833.

Vernon and James Segal Fund (1966) 3,011
Given by Vernon L. Segal 1943 and James S. Segal 1950.
Scholarships or loans to students.

Stephen Sewall Scholarship (1873) 1,543
Given by Stephen Sewall.

William B. Sewall Scholarship (1870) 1,632
Given by Mrs. William B. Sewall.

Charles Burnham Shackford Scholarship Fund (1963) 11,697
Given by Martha Hale Shackford.
A student or students studying in the humanities.

Charles Wells Shaw Scholarship (1942) 1,445
Given by Mrs. William Curtis Merryman.
Preference to residents of Bath or Brunswick.

Shepley Scholarship (1871) 2,318
Given by Ether Shepley.

Shorey Family Scholarship Fund (1978) 17,023
Given by Patience Shorey Follansbee, Mary Shorey Cushman, and Henry A. Shorey 1941.

Joseph H. Shortell, Jr. Memorial Scholarship Fund (1979) 5,477
Given by Mrs. Joseph H. Shortell and Thomas C. Shortell 1949 in memory of Joseph H. Shortell, Jr. 1949.

Shumway Scholarship (1959) 139,211
Given by the family of Sherman N. Shumway 1917.
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.

Wayne Sibley Scholarship (1956) 55,357
Given by the George I. Alden Trust and his family.
Preferably to a student from Worcester County, Massachusetts.

Simon Family Scholarship Fund (1977) 7,685
Given by Robert L. Simon 1963, James H. S. Simon 1957, Margery S. Schaefer, and William M. Simon 1937 in memory of Harry A. Simon 1924.
Preference to students of the Jewish faith who reside on the North Shore of Boston.

Edward E. Smiley Scholarship Fund (1979) 1,091
Given by Lottie S. Haines.
For deserving New England boys.

Edward S. C. Smith Scholarship (1975) 76,157
Established by bequest of Frances Elizabeth Shaver Smith, widow of Edward S. C. Smith 1918.
An award not to exceed $1,000 a year for the highest ranking rising senior major in geology. If there is no qualifying senior in geology, the award shall go to the highest ranking rising senior major in chemistry, physics, or mathematics, in that order.

Freeman H. and Anne E. Smith Scholarships (1934) 2,889
Given by Mrs. Cora A. Spaulding.
To two students preferably from North Haven, Vinalhaven, or Rockland.

Harry deForest Smith and Adela Wood Smith Scholarship Fund (1978) 24,185
Given by Barbara Smith.

Henry Oliver Smith Memorial Scholarship Fund (1981) 20,061
Given by members of the family and friends.
Preference to students interested in the study and understanding of

ocean resources and the seashore environment, to students who have distinguished themselves by an unusual effort to undertake and pursue their education at Bowdoin, or to students interested in pursuing a career in music, law, or medicine.

Dr. Joseph I. Smith Scholarship Fund (1974) 6,756
Given by family and friends.
Preference to students from Morse High School in Bath, Maine, or Brunswick High School in Brunswick, Maine.

Society of Bowdoin Women Foundation (1971) 61,595
Given by the Society of Bowdoin Women.
$1,000 awards to undergraduate women students.

Joseph W. Spaulding Fund (1926) 3,612
Given by Mary C. Spaulding.
To a member of the freshman class.

Ellis Spear Scholarship (1919) 15,889
Given by Ellis Spear 1858.

William E. Spear Scholarship Fund (1924) 1,726
Given by Mrs. William E. Spear.

Joan Cassidy Stetson Scholarship Fund (1981) 25,037
Given by Joan Cassidy Stetson.

John G. Stetson '54 Fund (1954) 79,816
Given by Marian Stetson.
Preference to boys from Lincoln County.

Ellsworth A. Stone Scholarship Fund (1971) 10,844
Given by Ellsworth A. Stone.
Preference to students from Lynn, Massachusetts, or vicinity.

Joseph Swaye Memorial Scholarship Fund (1978) 55,414
Given by Sally Swaye Maskel, sister of Joseph Swaye 1914.

William Law Symonds Scholarship (1902) 4,865
Given by his family.
Preference to a student showing tendency to excellence in literature.

Jane Tappan Scholarship Fund (1956) 10,023
Given by Margaret Tappan Shorey.

W. W. Thomas Scholarship (1875) 8,419
Given by William Widgery Thomas 1860.

Wolfgang R. Thomas Family Scholarship Fund (1975) 6,436
Given by Wolfgang R. Thomas 1929.

Earle S. Thompson Scholarship Fund (1961) 276,936
Given by Earle S. Thompson 1914.
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that county and, second, to those residing in the State of Maine.

Earle S. Thompson Student Fund (1967) 28,350
Given by Allegheny Power System, Inc., West Penn Power Company, Monongahela Power Company, and Potomac Edison Company in honor of Earle S. Thompson 1914.
For scholarships, loans, or assistance grants.

Frederic Erle Thornlay Tillotson Scholarship Fund (1962) 55,183
Given by his friends.
A freshman interested and talented in music.

Lawrence and Dorothy Towle Fund (1981) 11,928
Given by Lawrence W. Towle 1924.
For students of good scholastic record and fine character.

Marvin Tracey Memorial Scholarship Fund (1965) 2,945
Given by Mrs. Dorothy Simon.

Hiram Tuell Fund (1946) 722
Given by Harriet E. and Anne K. Tuell.

21 Appleton Hall Scholarship (1940) 4,222
Given by its former occupants.

Walker Scholarships (1935) 36,112
Given by Annetta O'Brien Walker.

Leon V. Walker Scholarship Fund (1973) 60,137
Given by his family.

Genevieve Warren Memorial Scholarship Fund (1967) 16,995
Given by Herbert E. Warren 1910.

John Prescott Webber, Jr. Scholarship (1902) 3,833
Given by John P. Webber.

George Webster Scholarship (1947) 4,333
Given by Mary L. Webster.

Arthur D. and Francis J. Welch Scholarship Fund (1967) 237,138
Given by Mr. and Mrs. Edward P. Morgan, Vincent B. Welch 1938, and Mrs. Welch.
Preference to academically talented students of high character, with leadership potential and athletic proficiency.

Vincent B. and Barbara G. Welch Scholarship Fund (1975) 2,221
Given by Vincent B. Welch 1938.

Wentworth Scholarship Fund (1937) 1,445
Given by Walter V. Wentworth 1886.

Dr. Clement P. Wescott Fund (1973) 5,397
Given by Annie L. Wescott.
Students from the State of Maine.

Henry Kirke White and Jane Donnell White Fund (1951) 17,581
Given by Florence Donnell White.
Preference to students specializing in classics or mathematics.

Ellen J. Whitmore Scholarship (1903) 2,801
Given by Ellen J. Whitmore.

Huldah Whitmore Scholarships (1887) 7,014
Given by William G. Barrows 1839.

Nathaniel McLellan Whitmore and George Sidney Whitmore Scholarships (1887) 3,028
Given by Mary J. Whitmore.

Walter F. Whittier Scholarship Fund (1974) 79,744
Given by Hannaford Brothers Company and Walter F. Whittier.
First preference to children of employees of Hannaford Brothers Company and second preference to residents of the State of Maine.

Ralph L. Wiggin Scholarship Fund (1971) 5,494
Given by Mrs. Ralph L. Wiggin.
Preference to students from Rockland, Maine, or Knox County.

Elisabeth Clark Wilder Scholarship Fund (1973) 12,938
Given by the Society of Bowdoin Women and members and friends of the Wilder family.
To provide assistance to qualified and deserving women students.

Frederick W. and Elizabeth M. Willey Scholarship Fund (1963) 18,672
Given by Frederick W. Willey 1917 and Mrs. Willey.

Thomas R. Winchell Memorial Scholarship Fund (1981) 6,913
Given by family and friends of Thomas R. Winchell 1907.

Samuel J. and Evelyn L. Wood Scholarship Fund (1976) 63,279
Given by the trustees of the Samuel J. and Evelyn L. Wood Foundation, Inc.

William E. and Rosette M. Woodard Scholarship Fund (1973) 13,378
Given by Edward J. and Eleanor W. Geary.
Preference to students from Maine.

Roliston G. Woodbury Scholarship Fund (1964) 18,074
Given by his friends.

The Woodcock Family Scholarship Fund (1975) 10,504
Given by the family, associates, and friends.
Preference to undergraduates from Penobscot County and northeastern Maine.

Richard Woodhull Scholarship (1912) 14,393
Given by Mary E. W. Perry.
Preference to the descendants of the Reverend Richard Woodhull.

Cyrus Woodman Scholarships (1903) 15,314
Given by Mary Woodman.

Paul L. Woodworth Scholarship Fund (1970) 1,074
Given by Madeline P. Woodworth.
Preference to students from Fairfield, Somerset County, and Maine, in that order.

Chester H. Yeaton Scholarship Fund (1976) 48,297
Given by Evelyn H. Yeaton, sister of Chester H. Yeaton 1908.
Preference to descendants of Franklin Augustus Yeaton and then to residents of Richmond or Bowdoinham, Maine, showing aptitude and interest in the field of mathematics.

Fountain Livingston Young and Martha Higgins Young Scholarship Fund (1964) 28,055
Given by Paul C. Young 1918 and John G. Young 1921.
Preference to descendants of Fountain and Martha Young, or to residents of Texas.

Louis J. Zamanis Scholarship Fund (1961) 9,631
Given by Mrs. Louis J. Zamanis.

ANNUALLY FUNDED

Alumni Fund Scholarships
A portion of the receipts of the Alumni Fund, to provide scholarships for entering freshmen. These awards are in varying amounts depending on the financial status of each candidate; selections are made by the Faculty Committee on Admissions and Student Aid.

Dr. John C. Angley Scholarship
Given by John C. Angley.

Michael J. Batal, Jr. Memorial Scholarship
Given by Mrs. Michael J. Batal, Jr. and friends.

William Bechtold Memorial Scholarship
Given by his mother, Mrs. Donald R. Sayre and friends.
Preference for students interested in literature and writing.

James L. Belden Memorial Scholarship
Given by Mrs. James L. Belden and a classmate.

George H. Blake Scholarship
Given by Colonel Philip M. Johnson.

Bowdoin Club of Boston Scholarship
Given by the Bowdoin Club of Boston.
An annual gift for an enrolled student from the Boston area.

Bowdoin Family Association Scholarship
Supported by gifts to the Bowdoin Parents' Fund.
An award, usually equal to tuition, to a deserving candidate from outside New England. Selection is made by a committee composed of the dean of the College, the director of admissions, and a member of the Faculty Committee on Admissions and Student Aid.

James Bowdoin Scholarship
Given by the estate of Clara Bowdoin Winthrop.
A gift of $2,000.

Edward K. Brown Memorial Scholarship
Given by Richard C. Bechtel.

Angus K. Campbell Memorial Scholarship
Given by Conrad Howard.

Clyde R. Chapman Memorial Scholarship
Given by Mrs. Clyde R. Chapman.

Richard N. Cobb Memorial Scholarship
Given by Mrs. Harold N. Lyon.

College Linen Supply, Inc., Scholarship
Given by Associated Linen Services, Inc.

Earle M. and Margaret Peters Craig Charitable Trust Scholarship
Given by the Earle M. and Margaret Peters Craig Charitable Trust.
A gift of $13,000.

William R. Crowley Memorial Scholarship
Given by his sister Alice L. Crowley.

Charles F. Cummings Memorial Scholarship
Given by Mrs. Charles F. Cummings.

Curtis Scholarship
Given by John D. Davis 1952.

Noel W. Deering and James L. Deering Scholarship
Given by Mrs. Noel W. Deering.
A gift of $500. Preference to an unmarried male "Maine Yankee."

Theo A. de Winter Scholarship
Given by Theo A. de Winter 1954.
A gift of $500.

Leon F. and Mildred E. Dow Scholarship
Given by Leon F. Dow 1915.
A gift of $300. Preference to students who are graduates of Livermore Falls High School or Jay High School.

William P. Drake Scholarships
Given by the Pennwalt Corporation.
An annual gift of $10,000 with preference to students interested in science or economics and to sons and daughters of Pennwalt employees.

Dr. James L. Fife Scholarship
Given by Leroy D. Cross.

Captain James G. Finn Memorial Scholarship
Given by Mrs. I. A. O'Shaughnessy.
A gift of $1,000.

James C. Flint Memorial Scholarship
Given by Mrs. James C. Flint.

William B. Flynn Memorial Scholarship
Given by Richard C. Bechtel.

William J. Fraser Memorial Scholarship
Given by Thomas W. Joy.

Janet M. Frazier Memorial Scholarship
An annual gift provided by various donors.

Elwyn C. Gage Memorial Scholarship
Given by Lucy Gage.

M. Gordon Gay Memorial Scholarship
Given by family and friends.

Gillies-Rust Scholarship
Given by Mrs. William B. Gillies, Jr. and the Rust Foundation.
An annual gift of $1,500.

Marion D. Glode Scholarship
Given by David B. Klingaman.
A gift of $400.

W. Preston Harvey Memorial Scholarship
Given by Nathan I. Greene.

Leslie B. Heeney Memorial Scholarship
Given by Mrs. Leslie B. Heeney.

Thomas F. Hensen Memorial Scholarship
Given by Bernard A. LeBeau.

Leland W. Hovey Memorial Scholarship
Given by Mrs. Leland W. Hovey.

James H. Howard Memorial Scholarship
Given by family and friends.

Roscoe Henderson Hupper Scholarship
Given by Mrs. Roscoe H. Hupper.
First preference to students who are graduates of Hebron Academy.
Second preference to students from the State of Maine.

David K. Hutchins Memorial Scholarship
Given by Thomas W. Joy.

Lawrence Irving Memorial Scholarship
Given by Mrs. Lawrence Irving.

Dr. R. Fulton and Margaret Hartley Johnston Scholarship
Given by Dr. R. Fulton Johnston.
An annual gift of $250.

John J. Kelly Memorial Scholarship
Given by members of the family.

Gordon C. Knight Memorial Scholarship
Given by classmates and other friends.

Lefferts Family Scholarship
Given by Mr. and Mrs. Edwin B. Lefferts.
An annual award of $500.

Abraham S. Levey and Fannie B. Levey Foundation Scholarships
Given by the Second Abraham S. and Fannie B. Levey Foundation.

Agnes M. Lindsay Scholarships
Given by Agnes M. Lindsay Trust.
An annual gift of $8,000. Preference for students from rural New England.

Frank D. Lord Memorial Scholarship
Given by family and friends.

Thomas H. Mack Memorial Scholarship
Given by Richard C. Bechtel.

Maine National Bank
An annual gift of approximately $2,500 provided by the Maine National Bank.

Jonathan M. May Memorial Scholarship
Given by members of the family and friends.

Dr. Roland L. McCormack Memorial Scholarship
Given by Mrs. Roland L. McCormack and Mrs. Wallace L. Cassele.

Joseph McKeen Memorial Scholarship
Given by a classmate.

Alan R. McKinley Memorial Scholarship
Given by Alexander Henderson.

Parker Cleaveland Newbegin Scholarship
Given by Mr. and Mrs. O. H. Woolford and Julian H. Woolford.
An annual scholarship of $600. Preference to students evidencing an interest in classics, Latin, or Greek.

Alfred W. Newcombe Memorial Scholarship
Given by Mrs. Alfred W. Newcombe and a friend.

Kenan W. O'Donnell Memorial Scholarship
Given by friends.

Major Gavin W. Pilton Memorial Scholarship
Given by classmates.

Thurman E. Philoon Memorial Scholarship
Given by Richard C. Bechtel.

Johnson Poor Memorial Scholarship
Given by members of the family and friends.

Presser Foundation Scholarship
Given by the Presser Foundation.
An annual gift of $1,000 to a promising senior majoring in music.

Drury ap Rice Memorial Scholarship
Given by a classmate.

Salina Press, Inc., Scholarship
Given by Salina Press, Inc.
A gift of $150.

The Sears-Roebuck Scholarship Fund
Given by the Sears-Roebuck Foundation.
An annual gift of $800.

W. F. Senter Company Scholarship
A gift in memory of Wilbur F. Senter, founder of the W. F. Senter Company. For a student from the greater Brunswick area.
An annual gift of $1,000.

Walter S. Shaw Memorial Scholarship
Given by Mrs. Walter S. Shaw and friends.

Frank E. Southard, Jr. Scholarship
Given by William B. Talbot, Jr.

Marshall Swan Memorial Scholarship
Given by Mrs. Marshall Swan.

Reginald K. Swett Memorial Scholarship
Given by members of the family and friends.

Everett L. Swift Memorial Scholarship
Given by Richard C. Bechtel.

James R. Talbot Memorial Scholarship
Given by William B. Talbot, Jr.

Louis S. Tripaldi Memorial Scholarship
Given by classmates.

Lewis E. Upham Memorial Scholarship
Given by members of the family and friends.

W. Lawrence Usher Memorial Scholarship
Given by Mrs. W. Lawrence Usher.

Alden H. Vose, Jr. Memorial Scholarship
Given by the Alden H. Vose Foundation.
An annual gift of $500.

S. Sewall Webster Memorial Scholarship
Given by members of the family and friends.

Dr. Benjamin B. Whitcomb, Jr. Scholarship
Given by Ralph E. Keirstead.

Elisabeth Clark Wilder Scholarship
Given by Theo A. de Winter 1954.
An annual gift of $500.

John W. Williams, Jr. Memorial Scholarship
Given by his brother, Arthur F. Williams 1950.

Clement S. Wilson Memorial Scholarship
Given by Mrs. Clement S. Wilson.

Dr. Ross L. Wilson Memorial Scholarship
Given by family and friends.

Mrs. Elzada Rogers Wollstadt Memorial Scholarship
Given by Paul Wollstadt and matched by Mobil Foundation, Inc.

Wright, Pierce, Barnes and Wyman, and Wright, Pierce and Whitmore
An annual gift of $1,000 from both companies.
Preference to students from the Brunswick, Maine, and Portsmouth, New Hampshire, areas.

Graduate Scholarships

ARTS AND SCIENCES

Charles Carroll Everett Scholarship: A fund of $20,213 bequeathed by Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the president and faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

Timothy and Linn Hayes Graduate Scholarship Fund: A fund of $7,824 given by Timothy and Linn Hayes for support of postgraduate or undergraduate studies in the social sciences, i.e., those branches of knowledge which deal with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society. (1970)

Guy Charles Howard Scholarship: A fund of $27,421 bequeathed to the College by Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

Henry W. Longfellow Graduate Scholarship: A fund of $14,637 given by the daughters of Henry W. Longfellow, of the Class of 1825—Alice M. Longfellow, Edith L. Dana, and Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

The Wilmot Brookings Mitchell Graduate Scholarship: An award from a fund of $50,682 established by Hugh A. Mitchell, of the Class of 1919, "to honor the memory of my father and his love for Bowdoin." Professor Mitchell was a member of the Class of 1890 and from 1893 to 1939 Edward Little Professor of Rhetoric and Oratory. The award is made by the president upon recommendation of a committee composed of the three senior professors of the Department of English "to a member of each graduating class who has majored in English and intends to teach English, the winning candidate to be selected on the basis of character as well as superior ability and talent for teaching." The award is to be used to help defray the costs of graduate work in a leading university in this country or England. (1965)

Galen C. Moses Graduate Scholarship: A fund of $7,355 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'Brien Graduate Scholarship: A fund of $28,889 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

Nathan Webb Research Scholarship in English or English Literature: A fund of $40,836 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of $1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. "If deemed advisable, the said scholarship may be awarded to the same student for two or three years in succession, but no longer." (1963)

LAW AND MEDICINE

Garcelon and Merritt Fund: About $20,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, at the discretion of the Board of Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school. (1892)

Lee G. Paul Scholarship: A fund of $61,398 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid.

To qualify for a scholarship award from this fund a student must have been

admitted to the College only after meeting all requirements for admission applicable to all candidates for admission and must have met during his undergraduate years at the College at least the minimum standards of performance expected of all students.

There is to be no discrimination either in favor of or against any student because of race, color, creed, sex, or disadvantaged background in the award of scholarships from this fund. (1964)

Robinson-Davis Fund: A fund of $205,351 given in trust under the will of Beatrice R. Davis in memory of Frank W. Robinson and Dr. Horace A. Davis, the income to be used to provide graduate scholarships for students, preferably natives and residents of Maine. Forty percent of the income is to be used for those who intend to study and practice law. The balance is for those who intend to study and practice medicine. (1972)

Other Student Aid Funds

LOAN FUNDS

The following loan funds were established to assist students in unexpected circumstances to continue their college courses.

Bowdoin Family Association Loan-Scholarship Fund (1973) $10,205
Given by the Bowdoin Family Association.
Financial assistance with first preference for loans and second for scholarships.

Bowdoin Loan Fund (1959) 398,631
College appropriation.

Cummings Loan Fund (1943) 3,296
Given by George O. Cummings 1913.
Administered by the deans.

Davenport Loan and Trust Fund (1908) 15,369
Given by George P. Davenport 1867.

George P. Davenport Student Loan Fund (1959) 3,672
Given by the Trustees of the Davenport Fund.
Residents of the State of Maine, preferably graduates of Morse High School, Bath.

Harry Fabyan Students' Aid Fund (1966) 5,367
Given by Mrs. Harry C. Fabyan.
Administered by the president of the College.

Guy P. Gannett Loan Fund (1941) 19,755
Given by an anonymous donor.

Augustus T. Hatch Loan Fund (1958) 5,726
Given by the Davenport-Hatch Foundation, Inc.

Albion Howe Memorial Loan Fund (1903) 5,390
Given by Lucien Howe 1870.

Edward P. Hutchinson Loan Fund (1940) 9,680
Given by Edward P. Hutchinson 1927.
Administered by the deans.

William DeWitt Hyde and Kenneth C. M. Sills Loan Fund (1964) 29,573
Established by Fred R. Lord 1911.
Administered by the president and dean of the College.
For undergraduates, instructors, and assistant professors.

Arthur Stephen Libby Memorial Fund (1949) 1,748
Given by Mrs. Arthur S. Libby.

Wendy McKnight Student Loan Fund (1972) 1,917
Given by family and friends.

Charles W. Marston Loan Fund (1960) 5,737
Given by Mrs. Charles W. Marston.

Meddiebempsters Loan Fund (1950) 804
Given by "The Meddiebempsters."

Carleton P. Merrill Loan Fund (1963) 10,740
Given by Ella P. Merrill.

New England Society Loan Fund (1947) 3,378
Given by the New England Society in the City of New York.

Paul K. Niven, Sr. Student Loan Fund (1974) 50,695
Given by Paul K. Niven, Sr. 1916.

Jessie Smith Noyes Foundation Fund (1972) 20,503
Given by Jessie Smith Noyes Foundation, Inc.
For women students.

President's Loan Fund (1909) 24,789
Given by various donors.

Alfred P. Sloan Foundation Loan Fund (1960) 15,729
Given by the Alfred P. Sloan Foundation, Inc.

George Alston Tripp Student Loan Fund (1979) 1,930
Given by Robert H. Tripp 1928.

MISCELLANEOUS

John L. Roberts Fund: A fund of $26,998 given by John L. Roberts, of the

Class of 1911, to assist some underprivileged scholar, other than a teacher or one contemplating teaching, to do research in any field he may choose. (1958)

Harold Hitz Burton Student Book Fund: A fund of $16,866 given in honor and memory of the late Honorable Harold Hitz Burton, LL.D., of the Class of 1909, by members of the Bowdoin Club of Washington and others to assist needy Bowdoin undergraduates in the purchase of books required in their courses. Administered by the dean of students. (1967)

Davis Fund: A fund of $2,644 established by Walter G. Davis to encourage undergraduate interest in international affairs. Administered in such manner as the president of the College may direct. (1934)

The Curriculum

Bowdoin does not prescribe a pattern of required liberal arts courses for all students. Instead, each student determines, with the help and approval of an academic adviser, an appropriate pattern of courses. This practice is based on the belief that a student comes to Bowdoin to pursue a liberal education. Courses, it is assumed, do not lead simply to other courses in the same subject. Properly taught, they should raise questions and evoke a curiosity that other disciplines must satisfy. The College also recognizes through its course offerings the importance of relating a liberal education to a society whose problems and needs are continually changing.

The breadth of a liberal arts education is supposed to distinguish it from professional training, and its depth in one field, from dilettantism, although in fact it shares qualities of both. Bowdoin encourages the student to extend his or her concerns and awareness beyond the personal. At the same time the College helps a student to integrate curricular choices in accordance with individual intellectual needs. Interaction between the student and an academic adviser is a vital part of this educational experience.

REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

a) successfully passed thirty-two courses

b) completed a single, double, or joint major

c) spent four semesters in residence, at least two of which will have been during the junior and senior years.

GENERAL REGULATIONS

1. Course Load: Students are required to take the equivalent of four regular courses each semester. Applied music and ensemble courses are half-credit courses. Students wishing to take more than *five* regular courses must have permission of the Deans' Office. Juniors or seniors who have accumulated extra credits may apply to the Deans' Office for permission to carry a three-course load once during their last four semesters at Bowdoin. In addition students entering their final semester with extra credits may request a reduced load. No extra tuition charge is levied upon students who register for more than four courses and, by the same token, no reduction in tuition is granted to students who choose to register for three courses.

2. Course Examinations: The regular examinations of the College are held at the close of each semester. An absence from an examination entails the

mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Deans' Office may authorize makeup of the examination.

3. **Course Grades:** Course grades are High Honors, Honors, Pass, Credit, and Fail. High Honors indicates a performance of outstanding quality, characterized where appropriate by originality in thought as well as by mastery of the subject at the level studied. Honors indicates a performance which, though short of High Honors, is above the common in insight and understanding. Pass is a satisfactory performance consistent with standards for graduation. Credit indicates passing work, without further distinction as to quality, in a course elected by a student to be graded on a Credit/Fail basis. Fail indicates unsatisfactory work. In independent study courses that will continue beyond one semester, instructors shall have the option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study.

4. **Incompletes:** With the approval of the dean, a grade of Incomplete may be recorded in any course for extenuating circumstances such as family emergency, illness, etc. At the time an Incomplete is agreed upon by the dean and the instructor, a date shall be set by which all unfinished work must be turned in by the student to the instructor. Ordinarily this will be before the end of the second week of the following semester. The instructor must submit a final grade within two weeks of this date. If the course work is not completed within the specified time limit, the Incomplete will be changed to Fail. Any exceptions to this rule will require approval of the Recording Committee.

5. **Credit/Fail Option:** A student may elect to enroll in a limited number of courses on a Credit/Fail basis. Graduation credit is given for courses in which a grade of Credit is received. A student may elect no more than one course of the normal four-course load each semester on a Credit/Fail basis and no more than four such courses during the undergraduate career. However, a student may elect a fifth course any semester on a Credit/Fail basis. No course may be changed from graded to Credit/Fail or vice versa after the first week of classes.

6. **Grade Reports:** A report of the grades of each student is sent to the student at the close of each semester.

7. **The Dean's List:** Students who receive grades of Honors or High Honors in all regularly graded courses and Credit in all other courses for a semester are placed on the Dean's List.

8. **Deficiency in Scholarship:** A student who fails three or more courses at the end of the first semester of the freshman year or who fails two or more courses at the end of any other semester is normally dismissed from the

College. Students who have been dismissed because of deficiency in scholarship may apply for readmission after an absence of one semester. An application for readmission consists of a letter from the student stating why the student considers himself or herself ready to resume college work successfully together with two other letters of recommendation from persons who have known the student during the time away from Bowdoin, commenting on the student's readiness to resume college work. Academic credit may not be transferred to Bowdoin for courses taken during the first semester after dismissal, however courses taken subsequently will be considered for transfer. A student is dismissed permanently from the College if he or she is subject to dismissal a second time for failures in two or more courses.

9. **Maximum Residency:** No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

10. **Senior Course Selection:** A student may be required to take a course in his or her major department in each semester of the senior year at the department's discretion.

11. **Leave of Absence:** A student in good standing may, with the approval of his or her adviser, apply to the Recording Committee for a leave of absence for nonacademic pursuits for one or two semesters. The leave must begin at the end of a regular semester. A student on approved leave is eligible for financial aid upon his or her return. A student wishing to apply for a leave of absence for one or both semesters of an academic year must submit his application by April 1 of the previous academic year. Applications for leave of absence submitted during the fall semester requesting a leave for the next spring semester will be considered only in the most urgent circumstances. Academic credit may not be transfered to Bowdoin for courses taken while on leave.

ADVISING SYSTEM

Each student is assigned an academic adviser at the start of the freshman year. Whenever possible, the adviser is from a field of study in which the student has shown some interest. Advisers and students meet during orientation before the start of fall semester classes and on a systematic basis thereafter.

At registration the student chooses courses and asks the adviser to approve the selection by signing the registration card. Should a student and adviser find themselves in disagreement over the wisdom of the selection, a subcommittee of the Recording Committee acts as arbiter.

Students elect a major during the sophomore year. After registering for a major, a student is advised by a member of his major department.

COMPOSITION

The importance of good writing to a student's success in college is obvious. Students with serious writing problems will be identified by the Deans' Office

in cooperation with advisers. The Deans' Office will be responsible for working out the details of this cooperative arrangement. Students identified as having serious writing problems will be advised to enter a special, tutorial program, with a reduced course load if necessary. Students who can profit from further writing experience should be encouraged to enroll in one of the Freshman-Sophomore English Seminars, in all of which composition is taught.

THE MAJOR PROGRAM

Students may choose from three basic patterns to satisfy the major requirement at Bowdoin: departmental major, interdepartmental major, or student designed major. Each student must choose a major by the end of the sophomore year after consultation with the department or departments involved. No student may major in a department unless the department is satisfied that the student is able to do work of at least passing quality in its courses. Seniors who wish to change majors or to add a double or an interdepartmental major must submit a written request to the Recording Committee indicating the reason for the requested change. Such a request must also be approved by the departments concerned. A student who has not been accepted in a major department cannot continue registration.

Options for major programs are described below.

Departmental Major

All departments authorized by the faculty to offer majors specify the requirements for the major in the catalogue. A student may choose to satisfy the requirements of one department (single major) or to satisfy all of the requirements set by two departments (double major).

Interdepartmental Major

As the intellectual interests of students and faculty alike have reached across departmental lines, there has been a growing tendency to develop interdepartmental majors. Interdepartmental majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme which integrates the interests of those two departments. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdepartmental majors, several departments have specified standard requirements for interdepartmental majors. For descriptions of interdepartmental majors see pages 163-165.

A student may take the initiative to develop an interdepartmental major

by consulting with the chairmen of the two major departments. A proposal which meets the approval of the two department chairmen must also be approved by the Recording Committee usually during the applicant's sophomore year. No student may change to an interdepartmental major after the end of the junior year.

Student Designed Major

In some cases, a student may wish to pursue a major program which does not fit either of the patterns described above. The faculty has authorized a pattern which permits a student working together with two faculty members to develop a major program which may draw on the offerings of more than two departments. Guidelines for the development of student designed majors are available from the Deans' Office. No student may apply for a student designed major after the end of the sophomore year.

INDEPENDENT STUDY

With departmental approval, a student may elect a course of independent study under tutorial supervision. (Freshmen and sophomores require the approval of the Recording Committee as well.) In most departments the project will consist of a written dissertation or an appropriate account of an original investigation, but projects in music, the fine arts, and letters are also encouraged. *Students who seek departmental honors are expected to register for at least one course in independent study and to achieve an honor grade in it.*

A department will ordinarily approve one or two semesters of independent study for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the department, and filed in the Dean of the College's Office. The plan must be submitted with the course registration card by the end of the first week of classes. Where more than one semester's credit is sought, the project will be subject to review by the department at the end of the first semester. In special cases the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two. In independent study courses that will continue beyond one semester, instructors shall have the option of submitting at the end of each semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final semester and shall become the grade for the previous semesters of independent study. The final corrected copy of the project must be submitted to the department before the last day of classes of the final semester of the work. Normally, the evaluation of an independent study project should be made by two faculty members. *For administrative purposes this independent study will bear one or more of the course numbers* 201, 202, 203, 204, *depending upon the number of course credits allowed.*

THE AWARD OF HONORS

Departmental Honors

The degree with *honors, high honors,* or *highest honors* in a major subject is awarded to students who have distinguished themselves in that subject. The award is made by the faculty upon recommendation of the department. It is based upon honor grades in at least a majority of major courses, honor grades in any departmental special major requirements, and honor grades in independent study in the major department.

All written work in independent study accepted as fulfilling honors requirements shall be deposited in the library in a form specified by the Library Committee.

General Honors

General Honors are awarded on the basis of a student's final six semesters *at Bowdoin,* except that a student who receives a Failure in any course at Bowdoin or in any course at an institution from which academic credit is being transferred to Bowdoin is not eligible for General Honors. No student who has studied at Bowdoin for fewer than six semesters is eligible.

A degree *cum laude* shall be awarded to a student who receives at least 75 percent Honors or High Honors. Within the honor grades, there must be two High Honors for each Pass.

To receive a degree *magna cum laude* a student shall fulfill the requirement for a degree *cum laude* with the additional stipulation that at least 30 percent of the student's grades must be High Honors exclusive of the High Honors balancing the Passes.

A degree *summa cum laude* shall be awarded to a student who receives at least 70 percent High Honors and the balance Honors.

SPECIAL PROGRAMS

Afro-American Studies

A program in Afro-American studies offers students opportunities to explore and to analyze the social environment and issues of people of African descent. The concentration of the program is directed towards areas of the diaspora—the United States, the Caribbean, South America, and Africa—in order to present a complete pan-Africana perspective.

This is an interdisciplinary program and draws on courses from the humanities and social sciences. For a description of the curriculum see pages 109-111.

Architectural Studies

Students considering graduate study in architecture are advised to consult

with members of the Visual Arts Division of the Department of Art. Students must demonstrate their ability to conceive and to articulate visual ideas through clear pictorial structure. Recommended courses and general requirements may be found on page 116.

Environmental Studies

The purpose of the environmental studies program at Bowdoin is (1) to introduce the nonspecialist to environmental topics and to establish in the student an awareness of the complexly interwoven problems that must be solved in order to establish a way of living that is compatible with the limited resources of this planet and (2) to allow the prospective environmental specialist to prepare for further study at the graduate level or to enter into environment-related employment after graduation with a bachelor's degree.

To realize these objectives, Bowdoin offers a coordinate major program in environmental studies, the requirements of which are on pages 143-144.

Health Professions

Students contemplating the study of medicine, dentistry, or one of the other health professions are advised to discuss their undergraduate course with members of the Premedical Advisory Group, which is chaired by the adviser for the health professions, C. Thomas Settlemire, of the Departments of Biology and Chemistry. Other members of the group are Richard L. Chittim, Mathematics; Dean Alfred H. Fuchs; Richard A. Mersereau, Career Services; James M. Moulton, Biology; David S. Page, Chemistry; Guenter H. Rose, Psychology; Dr. Roy E. Weymouth, Jr., College Physician; and Dean Robert C. Wilhelm. A meeting of students interested in the health professions is held at the opening of college each fall. Other meetings intended to be of help and interest to prehealth professional students are announced during the year.

Independent Language Study

For a detailed description of this program see page 163.

Legal Studies

Students considering study of law should consult with the prelaw adviser, Richard E. Morgan, of the Department of Government and Legal Studies. He can advise them on the best ways to obtain coherence between a liberal arts program and advanced study of law.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at

Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia will also receive an A.B. degree from Bowdoin.

Murlo Summer Program

The Murlo Summer Program is designed to introduce interested students to both the practical and theoretical aspects of Etruscan archaeology. The ten-week program, carried out during the summer, consists of seven weeks spent in field work at the Etruscan site of Poggio Civitate (Siena, Italy) and three weeks of seminars and museum trips based in Rome. The program is jointly sponsored by Bowdoin and Bryn Mawr College and is conducted under the supervision of a professional staff of archaeologists, conservators, an architect, an illustrator, and a photographer.

On completion of the program students may apply to the Recording Committee for one course credit, which will be considered on an individual basis.

Off-Campus Study

Bowdoin offers its students the opportunity to participate in a variety of programs sponsored by other institutions and organizations. Study away must be approved by the College's Recording Committee and the student's major department; requests must be submitted to the dean of the college prior to the Friday before spring vacation of the year preceding attendance. Many specific programs and requirements for participation in them have been approved.

Foreign study. Students may apply for study in virtually any country. The Deans' Office has a list of approximately 80 programs which have been approved; students should consider these first. Information, including student evaluations, is also available from the Deans' Office. Bowdoin has exchange programs with the University of Dundee in Scotland and the University College at Buckingham, England.

Students who wish to study in French-, Spanish-, German-, or Russian-speaking countries must have completed two years of language study or its equivalent. Some language study is encouraged for programs in countries with primary languages other than those but is not required. Deadlines for application to foreign programs vary; a student should consult with the dean well before the spring vacation of the year preceding anticipated participation.

Domestic study. Study at other institutions in the United States should be considered primarily as an extension of Bowdoin's academic program. Therefore, a student's academic motivation is the essential criterion for approval. Bowdoin has a number of defined exchange programs; to attend any institution not currently approved, a student must, after consultation

with his or her advisor, present evidence that the study requested will be undertaken in at least a comparable academic environment. It is the student's responsibility to apply to Bowdoin and to the other institution for acceptance.

Approved programs include the City Semester at Boston University, Williams College—Mystic Seaport Program, the National Theater Institute, Washington Semester at American University, Tougaloo College, Sea Semester at Woods Hole, and the Twelve College Exchange (see page 108). Forms for and information about these programs are available in the Deans' Office.

In all off-campus study programs, credit will be transferred only for grades of "C-" or better, and an official transcript must be submitted to Bowdoin's registrar. Costs, if any, are defined on page 50.

Preengineering Programs

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. Admission is assured with the recommendation of the coordinator of the 3-2 programs. Then after the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. The student should be aware that admission to these schools does not assure financial aid.

To fulfill the requirements of these programs, the student must start planning early. All students must take **Physics 17, 23, 27, 28, Chemistry 15-16,** and **Mathematics 11, 12, 13,** and either **5** or **26.** In addition, a student taking the physical sequence is expected to complete **Physics 30** and an additional course in mathematics, physics, or chemistry. For the chemical sequence, **Chemistry 35-36** is excepted. The student should also have at least ten semester courses outside of physics, mathematics, and chemistry. Economics is strongly suggested.

Students who wish to complete four years at Bowdoin may apply to Columbia for admission on a 4-2 program. Students who have honor grades in the sciences and are recommended by the coordinator are automatically admitted.

Students who wish to apply as regular transfer students into the junior year of any other engineering program must make the necessary arrangements themselves. Such students should apply to the Recording Committee for permission for study away. Upon the successful completion of the engineering program, a Bowdoin degree is awarded.

Because this program requires tight scheduling of courses, students should consult regularly with James H. Turner of the Department of Physics.

Teaching

Students interested in teaching in schools or graduate programs in education should discuss their plans with personnel in the Department of Education. The Department maintains a register of those considering teaching careers. Since the normal advice will be that students include courses in psychology and education along with a major in a teaching field, they should make their interests known as early as possible.

Preparation for teaching is a continuous concern of an academic institution. The Committee on Teaching and Studies in Education expresses this concern. It coordinates the offerings of departments which are to be presented for public certification of teachers. It advises students and the faculty on needs in this field.

Twelve College Exchange

Bowdoin has joined with Amherst, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and Williams to form the Twelve College Exchange program. Students from one college may apply to study for a year at one of the other colleges. About fifteen Bowdoin students will participate in the exchange during 1981-1982.

Bowdoin students wishing to participate in the exchange for the 1982-1983 academic year should make application to the Office of the Dean of the College, where detailed information on the course offerings of the participating colleges is available. Application is normally made for two semesters. It is hoped that the exchange will afford a student the opportunity to take courses which are not offered on his or her own campus or to study specialized aspects of his or her major field of concentration with faculty members who have achieved preeminence in that specialty. Course work satisfactorily completed at any of the participating colleges will receive credit toward a degree at the student's "home" college.

Courses of Instruction

Arrangement: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

Time and Place of Classes: A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

Year Courses: Courses marked with an asterisk are year courses and if elected must be continued for two consecutive semesters.

Bracketed Courses: All courses that cannot be scheduled for a definite semester are enclosed in brackets.

Independent Study: See page 103 for a description.

Prerequisites: Unless otherwise stated in the description, a course is open to all students.

Afro-American Studies

Administered by the Committee on Afro-American Studies

Assistant Professor Bolles, *Program Director*

Requirements for the Major in Afro-American Studies: The major in Afro-American Studies consists of four required core courses, a concentration of four additional courses, and a one-semester independent study project. The core courses, **Afro-American Studies 1, Sociology 8, History 39** and **44,** have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Afro-American Studies.

The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are listed below; appropriate courses to be taken should be worked out by the student and the director of the Afro-American Studies Program. Alternatively, the student and the director may devise a concentration around another specific theme and submit a proposal to the Committee on Afro-American Studies for its approval. In addition, the independent study project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience.

Race and Class in American Society

Four of the following: **Economics 21** (The Political Economy of Race and

Sex); **Sociology 13** (Social Stratification); **Economics 11** (Regional and Urban Economics); **Government 25** (Political Analysis and the Forces of Change); **Afro-American Studies 2** (Women in American Society: Implications of Race, Ethnicity, and Class); **Sociology 6** (Urban Sociology); **Sociology 15** (Criminology and Criminal Justice); **Sociology 18** (Sociology of Law).

Cultures of the African Diaspora

Four of the following: **Music 2** (World Musics); **Anthropology 18** (Latin American Societies); **History 41** (Islam in Africa); **English 1, 6** (Afro-American Fiction); **Interdepartmental Studies 7** (The Black Jazz Artist in White Society); **History 57** (Social Issues in African Literature).

Political Economy of Blacks in the Third World

Four of the following: **History 40** (Colonialism in Africa); **Economics 19** (Underdevelopment and Strategies for Development in Poor Countries); **Sociology 17** (World Population); **Economics 17** (The Economics of Population); **History 43** (The Political Economy of Southern Africa); **Government 23** (African Politics); **Afro-American Studies 3** (The Anthropology of Development); **History 45** (The Historical Background to the Formation of Modern Brazil).

Coordinate Major in Afro-American Studies: The purpose of the coordinate major is to encourage specialization in Afro-American Studies within the framework of a recognized academic discipline. This major is, by nature, interdisciplinary, and strongly encourages independent study. The coordinate major entails completion of an ordinary departmental major in sociology and anthropology, history, economics, or government. The student is expected to take those courses within the major department which are cross-listed in the Afro-American Studies Program insofar as departmental major requirements permit. In addition, the student must take **Afro-American Studies 1** and four other courses outside the major department from a list approved annually by the Committee on Afro-American Studies. Students electing the coordinate major are required to carry out scholarly investigation of a topic relating to the Afro-American experience; not more than one of the elective courses may normally be an independent study course **(Afro-American Studies 200).**

1. African-American Cultures. Fall 1981. Ms. Bolles.

An introduction to the study of Afro-American societies and peoples. Anthropological analysis of the different social formations of peoples of African descent in the New World. Selected case studies from the United States, Latin America, and the Caribbean. Examines such

phenomena as New World slave systems, migration, the family, economics, and urbanization.

2. **Women in American Society: Implications of Race, Ethnicity, and Class.** Spring 1983. Ms. Bolles.

Addresses the question of how women's lives are affected by their being born black, Hispanic, Chicano, Asian-American, native American, ethnic white, or white, in American society. Comparative approach outlines the variation of women's experiences on the basis of their cultural, racial, and ethnic realities. Discusses economic, political, and domestic roles; social status; socialization; education; the arts; and religion as they affect each group of women.

Prerequisite: **Afro-American Studies 1, Anthropology 1,** or **Sociology 1.**

3. **Anthropology of Development.** Spring 1982. Ms. Bolles.
See **Anthropology 12,** page 208.

8. **Race and Ethnicity.** Spring 1983. Mr. McEwen.
See **Sociology 8,** page 205.

20. **The Black Jazz Artist in White Society.** Fall 1981. Mr. Goldstein and Mr. Stakeman.
See **Interdepartmental Studies 7,** page 165.

[39. **An Introduction to Precolonial Africa.**]
See **History 39,** page 160.

[44. **Slavery in the Atlantic Community.**]
See **History 44,** page 161.

200. **Independent Study.**

Art

Associate Professor Lutchmansingh, *Chairman;* Assistant Professor Haggerty, *Director, Visual Arts Program;* Professors Beam, Cornell, and Mitchell; Assistant Professors Peak and Wegner; Lecturers McKee and Morell

The Department of Art comprises two programs: Art History and Criticism, and Visual Arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of mankind's highest values and a record of the historical interplay of sensibility, thought, and society. The major in creative visual arts is intended to develop an understanding of visual thinking, sensitivity, and aes-

thetic discipline of emotion, and the technical skills associated with the media of visual expression and communication, among other things to prepare students for graduate study and careers in teaching, design, visual communication, or fine art.

The Major in Art History and Criticism: Eight courses, excluding independent study, are required: **Art 1, Art 8** or **9, 12, 14, 21, 22, 48** and one of **Art 40** through **47**. Among the remaining courses, the major is advised to include study in French and/or German, and courses in European social history, European intellectual history, philosophy of art, Western religious thought, and the other arts (literature, music, theater, cinema).

For the Joint Major Program: Six courses are required, as follows: **Art 1;** three courses from those numbered **Art 2** through **23;** one of **Art 42** through **46;** and **48.**

Interdepartmental Majors: The department participates in interdepartmental programs in art history and archaeology and art history and religion. See pages 163-164.

The Major in Visual Arts is described on pages 116-119.

Courses in the History and Criticism of Art

1. **Introduction to Art: Style, Society, and History.** Fall 1981. Ms. Wegner. Fall 1982. Mr. Lutchmansingh.

   A study of the modes of expression and communication of the visual arts, principally painting, sculpture, and graphic design, as they have developed in the different cultures of mankind and through different periods of history; theories of art and the artist; style and the problem of stylistic tradition and innovation; thematic content and abstraction; and the dynamics of art, culture, and society. Required of majors in the art history program, to be taken as early as possible and recommended as preparatory to upper-level courses in the history and criticism of art. Recommended as the beginning course for all students.

2. **Introduction to Art: Architecture and Environment.** Spring 1983. The Department.

   An introduction to the organization of the formal elements for utilitarian, aesthetic, and spiritual expression through the materials and structural systems of architecture. Numerous examples drawn from the architecture of many periods are studied as illustrations of basic types and major historical styles. Special problems—such as the relation of architectural forms to site, decoration, construction, and use—are discussed, and outstanding solutions are examined.

3. **Freshman Seminar.**
   Fall 1981 and spring 1982. **Picasso.** Mr. Mitchell.

   An investigation of the work of Picasso in the course of which every

participant will contribute a short essay to be discussed in class. No preliminary training or knowledge is required.

8. **The Art of Antiquity.** Fall 1981. Ms. Wegner.
Architecture, sculpture, and painting in Southern Europe during ancient times. Emphasis upon the art of ancient Greece. Concludes with the art of ancient Rome.

9. **Medieval Art.** Spring 1982. Mr. Beam.
Key monuments of medieval art and their respective cultures from the fall of Rome to the end of the Gothic period. The course begins with examples of early Christian art, continues with an examination of important works from the Byzantine, barbaric, and Carolingian periods, and ends with the periods of the Romanesque monasteries and Gothic cathedrals. Examples of the manuscript illuminations, ivory carvings, metalwork, tapestries, and stained glass windows for which the Middle Ages are noted are also considered.
Prerequisite: **Art 1** or **Art 8** or consent of the instructor.

[10. **The Art of the Orient.**]

12. **Art of the Italian Renaissance.** Fall 1981. Mr. Mitchell.
An approach to Renaissance Italian painting, sculpture, and architecture from the early fourteenth to the early sixteenth century, that is, from Giotto to Michelangelo, in their cultural contexts.
Prerequisite: **Art 1** or consent of the instructor.

13. **Northern European Art of the Fifteenth and Sixteenth Centuries.** Spring 1982. Ms. Wegner.
A survey of the painting of the Netherlands, Germany, and France. The development of a naturalistic style in Flanders by Robert Campin, Jan van Eyck, and Roger van der Weyden, the spread of their influence over Northern Europe, the confrontation with the classical art of Italy occurring around 1500 in the work of Dürer and others, and the continuance of a native tradition in the work of Hieronymus Bosch and Pieter Bruegel the Elder will be major topics. The changing role of patronage and the rise of specialties such as landscape and portrait painting are discussed in reference to the works of individual artists.
Prerequisite: **Art 1** or **Art 12** or consent of the instructor.

14. **Baroque Art.** Spring 1982. Ms. Wegner.
The art of seventeenth-century Europe. The naturalistic and classical revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in early seventeenth-century Rome and the development throughout Europe of these trends in the works of Rubens,

Bernini, Georges de la Tour, Poussin, and others form one major theme of the course. The second is the rise of an independent school of painting in Holland. The development of Dutch landscape, still-life, genre, and portraiture is discussed in relation to artists such as Frans Hals, Jan van Goyen, Jacob van Ruysdael, and Jan Vermeer. The unique art of Rembrandt is studied in this context. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art 1** or consent of the instructor.

[18. **American Art from Colonial Times to the Civil War.**]

[19. **American Art from the Civil War to the Present Day.**]

21. **European Art of the Nineteenth Century.** Fall 1981. Mr. Beam. Fall 1982. Mr. Lutchmansingh.

The main movements of European painting, drawing, and sculpture are examined from the late eighteenth century to 1900 in France, Spain, and England. Such masters of neo-classicism, romanticism, realism, impressionism, and post-impressionism as David, Ingres, Delacroix, Goya, Millet, Daumier, Courbet, Manet, Monet, Degas, Renoir, Cézanne, Toulouse-Lautrec, Van Gogh, and Gauguin are studied. Attention is given to the architectural movements which provided the background for painting and sculpture in this period.

Prerequisite: **Art 1** or consent of the instructor.

22. **Twentieth-Century Art.** Spring 1982. Mr. Lutchmansingh.

A study of the major movements and masters of painting and sculpture in Europe of this century and of the rise of the New York school and its international repercussions since the 1940s; the definition of "modernism" in art; its invocation of archaic, primitive, and non-Western cultures; and the problems presented by the social situation of the modern movement, its relation to other elements of culture, and its place in the historical tradition of Western art.

Prerequisite: **Art 1** or **Art 21** or consent of the instructor.

23. **Modern Architecture.** Fall 1983. Mr. Lutchmansingh.

The correspondences between stylistic changes and theoretical issues will be investigated in a survey of nineteenth- and twentieth-century architecture. Stylistic developments will be discussed in terms of changing social needs, building materials, and technology as well as cultural and aesthetic values. Problems such as the revival of historical styles as opposed to the creation of new styles will provide a basis for visual analysis of nineteenth-century developments. Further stylistic developments in the twentieth century will be examined in the context of the

growing demands of industry, urbanism, and theories of modern art. An architectural tour of Cambridge and Boston is planned.

Prerequisite: Art 2.

33. **Culture and Industrialization.** Fall 1981. Mr. Lutchmansingh.

A multi-disciplinary examination of the impact of the Industrial Revolution upon society and culture, primarily in nineteenth-century Britain, and of some of the diverse cultural formations in which were recorded the experience of both its positive and negative effects. The course is organized around three consecutive workshops, based respectively on different but related themes: the socio-historical debate on the Industrial Revolution itself; the response of selected artists, writers, and social critics; and the effects upon the practice and professional organization of the visual arts and design. Students elect one of these themes for tutorial and research purposes but are examined on the material of all three.

Prerequisite: Sophomore standing.

[34. **Origins of the Baroque: Roman Culture in the Early Seventeenth Century.**]

Seminars in Art History and Criticism

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a background. Courses in other departments—such as History, Religion, Classics, and English—might be accepted as equivalent preparation by the instructor. In all seminars admittance requires consent of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

40. **Seminar: Museum Studies.** Spring 1982. Ms. Watson.

A study of the history and collections of the Bowdoin College Museum of Art as part of a general introduction to the history of art patronage and the growth of museums in the western world. Includes discussion of the current art market and professional practices in the museum field. The course schedule is supplemented by trips to other institutions and lectures by visiting specialists. Assignments range from guided tours for the public and interviews with contemporary artists to the organization and installation of an exhibition in the Becker Gallery.

42. **Seminar: Studies in Renaissance and Later Art: Raphael and the High Renaissance.** Spring 1982. Mr. Mitchell.

Close study of selected topics in the history of Renaissance and later art. The particular topics to be studied are chosen in collaboration with students registered, each of whom presents a report which is discussed in class.

Prerequisite: **Art 12** and one other course above **12** or consent of the instructor.

46. **Seminar: Studies in Modern Art.** Spring 1982. **The Arts and Crafts Movement.** Mr. Lutchmansingh.

An examination of the arts and crafts movement in late nineteenth-century Britain, with particular emphasis upon its view of the history of the arts and crafts and the ways in which it reached a crisis with industrial capitalism, its attempt to redefine artistic work and value, its social and political prescriptions, and the associated achievement in art, crafts, architecture, and urban planning.

Prerequisite: Senior standing and **Art 21, 23,** or **33.**

48. **Studies in Art Historiography and Criticism:** Fall 1981. Mr. Lutchmansingh. Fall 1982. The Department.

An examination of the principles of art historiography and criticism as they have developed since the Enlightenment, and of the problems presented by the diversity of contemporary approaches. Readings in the writings of Wölfflin, Panofsky, Gombrich, Berenson, Greenberg, Rosenberg, and Steinberg. Each student investigates and presents a paper on a problem of a historiographical or critical nature or on a major writer in the field.

Required of art history majors in their senior year. Nonmajors by consent of the instructor.

200. **Independent Study.** The Department.

Visual Arts

The Major in Visual Arts: Eleven courses are required in the department and are distributed as follows: Three introductory courses selected from **Art 50** through **Art 56; Art 1,** and any two of **Art 2, 21, 22,** and **23;** five courses selected from **Art 61** through **Art 82.** Majors are also strongly advised to include study in European and American history, philosophy of art, religion, poetry, and the other arts among their remaining courses.

In addition to an extensive and coherent portfolio, the department recommends for majors contemplating careers or graduate education in architecture **Physics 17, Chemistry 15, 16, Geology 11,** and mathematics courses; in educa-

tion **Psychology 11** and **13**, and **Education 1-3**; in film and visual communication **English 10, 11,** and **13**; in graphics, design, and computer graphics **Mathematics 5.**

Students wishing to pursue a joint major in visual arts and some other subject are required to take six courses in the division, three of which must be from the 50 series.

50. Structure of Visual Thinking: Drawing. Fall 1981 and spring 1982. Mr. Haggerty.

An introduction to the concept of vision as a language which possesses its own grammar, syntax, and rhetorical powers. Conceived in terms of a semiotic approach, the course considers art as a means of constructing and communicating experience. Lectures, study of original works and slides, and group critiques supplemented by studio and written exercises.

Prerequisite: Consent of the instructor.

51. Drawing. Fall 1981. Ms. Peak.

Analytical and compositional drawing based on organic and man-made forms, with emphasis placed on formal pictorial vocabulary. A thorough study of Renaissance perspective, especially as it relates to architectural drawing, included. In-class assignments and independent projects. Media are primarily graphic: pencil, ink and calligraphy brush, charcoal.

52. Principles of Color: Painting. Spring 1982. Ms. Peak.

Introduction to color theories, primarily the color philosophies demonstrated in the painting of Albers, Seurat, and Matisse. Media used are drawing, watercolor, tempera, and color-aid paper. Some writing, in-class critiques, and discussions. Final emphasis is placed on individual manipulation of materials to demonstrate understanding of theories discussed.

53. Principles of Photography. Spring 1982. Mr. Morell.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, field and laboratory work in small format, i.e., 35 mm. Students must have use of appropriate camera. Enrollment limited by available darkroom facilities.

[54. Principles of Three-Dimensional Composition.]

[56. **Architecture I.**]

61. **Drawing I.** Spring 1982. Mr. Cornell.
The fundamental techniques of drawing and composition. Emphasis on drawing from direct experience. Media include pencil, charcoal, and wash. Subjects range from still life to landscape. Demonstrations and slide lectures.
Prerequisite: **Art 50, 51,** or consent of the instructor.

62. **Painting I.** Spring 1982. Mr. Cornell.
The fundamental techniques of painting, including a study of materials and principles of composition. Problems based on direct experience.
Prerequisite: **Art 52** or consent of the instructor.

63. **Photography II.** Fall 1981. Mr. Morell.
Review of conceptual and technical fundamentals of black-and-white photography and exploration of the image-making possibilities inherent on selected related media, e.g. 35 mm., view camera, photo silkscreen, film. Seminar discussions, field and laboratory work. Students should provide their own small-format camera.
Prerequisite: **Art 53** or consent of the instructor.

[64. **Sculpture.**]

65. **Principles of Printmaking.** Fall 1981. Ms. Peak.
Principal media intaglio, monotype, and possibly relief. Introduction to the print from both historical and modern perspectives. Emphasis placed on integrating the manifestation of an image to its pictorial meaning.
Prerequisite: **Art 50** or **51.**

[66. **Architecture II.**]

71. **Drawing II.** Spring 1982. Mr. Haggerty.
Working with colored media on paper, compositional problems involved in representational drawing are considered. Particular emphasis placed on protracted drawings and the relationship between drawing and painting. Lectures, group critiques, and written assignments augment the studio portion of the class.
Prerequisite: **Art 61** or consent of the instructor.

72. **Painting II.** Fall 1981. Mr. Haggerty.
A continuation of **Art 62,** explores the compositional problems involved in representing three-dimensional form on a two-dimensional surface. Acrylic and oil paint are the media of choice. Lectures, cri-

tiques, and written exercises augment the studio portion of the class.
Prerequisite: **Art 62** or consent of the instructor.

75. **Advanced Printmaking.** Spring 1982. Ms. Peak.
Advanced work in intaglio and/or montoype, with continuing emphasis on the integrity of the technique and its tradition.
Prerequisite: **Art 65** or consent of instructor.

[80. **Creativity.**]

81. **Advanced Drawing.** Spring 1982. Mr. Haggerty.
Advanced projects in drawing.
Prerequisite: **Art 71** or consent of the instructor.

82. **Painting III.** Fall 1981. Mr. Haggerty.
Advanced projects in painting.
Prerequisite: **Art 72** and consent of the instructor.

85. **Printmaking III.** Spring 1982. Ms. Peak.
Advanced projects in printmaking.
Prerequisite: **Art 75** or consent of the instructor.

200. **Independent Study.** The Department.

Biology

Associate Professor Settlemire, *Chairman;* Professors Howland, Huntington, and Moulton; Associate Professor Steinhart; Assistant Professors Greenspan and Sherer; Teaching Fellows Bryer, Garfield, and Wine

Requirements for the Major in Biology: The major consists of six semester courses in the department exclusive of courses in the 200 series. Major students are required to complete **Chemistry 26,** a year of mathematics including **Mathematics 11,** and two semesters of physics. They are advised to take mathematics during their freshman year. **Physics 17, Chemistry 16, 25, 26,** and **Biology 15, 16** should be completed by the end of the sophomore year.

Interdepartmental Major: The department participates in interdepartmental programs in biochemistry and psychobiology. See pages 164-165.

3. **The History of Biology and Medicine.** Fall 1983. Mr. Howland.
A study of the biological and medical sciences with emphasis upon the Western and Chinese classical period, the Islamic and European Middle Ages, the Renaissance, and the nineteenth century. The course considers scientists' views of their own activities and the manner in

which they are viewed by their contemporary society. This course may not be counted toward the major in biology or biochemistry.

15. Introductory Cell Biology. Every fall. The Department.

Examination of fundamental biological phenomena with special reference to cells. Emphasis on cell structure and aspects of function which do not depend on prior knowledge of chemistry or physics. Topics include ultrastructure, cell growth, membrane transport, and the interaction between viruses and host cells. Lectures and three hours of laboratory work each week.

16. Introduction to Evolution. Every spring. The Department.

Examination of the mechanisms and results of evolution. Considers the origin of life, natural selection, genetic theory, and evidence of organic evolution in comparative morphology and physiology. Lectures and three hours of laboratory work each week.

23. Comparative Anatomy of the Vertebrates. Every fall. Mr. Moulton.

Vertebrate morphology. Emphasis on the evolution of mammalian organ systems. Laboratory work consists of dissection and study of comparable systems in representative vertebrates. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15** and **16.**

24. Biology of Plants. Every spring. Mr. Steinhart.

Emphasis on the physiology of plants. Topics include the nature and control of growth and differentiation, water and nutrient translocation, metabolism, hormone physiology, and ecology of plants. Laboratory work stresses association of structure and function in tissues and organs of higher plants and includes an introduction to field botany. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 15.**

26. Ornithology. Every spring. Mr. Huntington.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station (see pages 261-262), are an important feature of the course.

Prerequisite: A previous college-level science course or consent of the instructor.

29. Ecology. Every fall. Mr. Huntington.

The relationships between organisms and their environment. Topics include the flow of matter and energy through ecosystems, population dynamics, interactions between and within species, the effect of the en-

vironment on evolution, and man's role in the biosphere. Individual projects emphasize independence of the student and diversity of the subject. Lectures, conferences, and three hours of laboratory or field work each week.

Prerequisite: A previous college-level science course or consent of the instructor.

34. **Cell Physiology.** Spring 1983. Mr. Settlemire.

The nature of cells and subcellular structures, including an examination of the cell environment, the exchange of materials across membranes, energy conversion and utilization, cell excitation and contraction, and growth and cell division.

Prerequisite: **Biology 15** and **Chemistry 26.**

36. **Comparative Physiology.** Every fall. Ms. Greenspan.

The relationship between structure and function in organ systems and in invertebrates and vertebrates as a whole. The interdependency of organ systems. Lectures and three hours of laboratory work or conferences each week.

Prerequisite: **Biology 15, 16,** and **Chemistry 25.**

38. **Sensory Physiology and Behavior.** Spring 1982. Ms. Greenspan.

The physiology of sensory receptors and central nervous system processing of sensory input. The use of this information in animal behavior is examined. Lectures and three hours of laboratory work each week.

Prerequisite: **Biology 36** or consent of the instructor.

39. **Ethology.** Spring 1983. Ms. Greenspan.

Animal behavior and its evolution. Topics include genetics and ontogeny of behavior, territoriality, dominance, social organization, "altruism," sexual selection, and animal communication. Lectures and three hours of laboratory or field work.

41. **Microbiology.** Every fall. Mr. Settlemire.

An examination of the structure and function of microorganisms, primarily bacteria, with a major emphasis on molecular descriptions. Subjects covered include structure, metabolism, mechanism of action of antibiotics, basic virology. About one-third of the course is devoted to the study of immunology. Lectures and laboratory work.

Prerequisite: **Biology 15** and **Chemistry 26.**

42. **Vertebrate Embryology and Histology.** Every spring. Mr. Moulton.

Embryonic differentiation from gametogenesis to adult tissue structure and function, and the principle of embryonic development. Laboratory work includes observations on living eggs and embryos as well as prepared mounts and sections, graphic reconstructions of chick em-

bryos, and studies of mammalian development. Familiarity is gained with the microscopic structure and function within tissues. Lectures and three hours of formal laboratory work each week.

Prerequisite: **Biology 15** and **16.**

43. **Developmental Biology.** Spring 1982. Mr. Sherer.

An examination of current concepts of embryonic development with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods.

Prerequisite: **Biology 15** or consent of the instructor.

44. **Biochemistry.** Fall 1981. Mr. Sherer.

An introduction to the study of enzymes and enzyme systems. Emphasis on mechanisms of enzyme catalysis and on selected topics in metabolism.

Prerequisite: **Chemistry 26.**

45. **Advanced Biochemistry.** Fall 1982. Mr. Howland.

A seminar dealing with biological energy transfer and the biochemistry of membranes. Based on readings from the current literature.

Prerequisite: **Biology 34, 44,** or consent of the instructor.

47. **Genetics.** Every fall. Mr. Steinhart.

Integrated coverage of organismic and molecular levels of the genetics of eucaryotes and procaryotes. Topics include the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, and the determination of gene order. Lectures and laboratory work.

Prerequisite: **Biology 15.**

48. **Virology.** Spring 1982. Mr. Steinhart.

A study of plant and animal viruses beginning with lectures on fundamental aspects and followed by student-led seminars based on the primary literature. The course covers taxonomy, structure, replication, pathogenesis, and epidemiological aspects of viruses.

Prerequisite: **Biology 47.**

49. **Laboratory in Microbiology and Genetics.** Fall 1981. Messrs. Settlemire and Steinhart.

Lectures and laboratories to include experimental design, identification and culturing of eukaryotic and prokaryotic cells, the principles of light and electron microscopy, radioisotopes in biological experimentation, immunochemistry, and cytogenetics. One to two hours of lecture

and three to six hours of laboratory each week. Microbiology and genetics students with plans for postgraduate education in biological science are strongly encouraged to enroll in the laboratory course.

Concurrent enrollment in either **Biology 41** or **47**.

50. **Advanced Laboratory in Molecular Biology and Biochemistry.** Every spring. Messrs. Settlemire and Steinhart.

Experiments employing contemporary techniques in molecular biology and biochemistry. Emphasis placed on isolation and physical properties of nucleic acids, isolation and kinetics of enzymes, and composition and activities of biological membranes. Techniques studied and used include radioisotopes, spectrophotometry, electrophoresis, thin-layer and gas chromatography, and scanning electron microscopy. This course is a logical precursor to independent study in the areas of molecular biology and biochemistry.

Prerequisite: Two from **Biology 34, 41, 44, 45, 47**.

52. **Molecular Biology of Development.** Spring 1983. Mr. Sherer.

An examination of transcription, RNA processing, and translation, with emphasis on the exercise of genetic regulatory mechanisms in the differentiation of eukaryotic cells. Student-led seminars based on the primary literature focus on specific model systems and are integrated with lectures on fundamental genetic mechanisms, relevant biochemical methodology, and classical developmental phenomena.

Prerequisite: **Biology 43, 47,** or consent of the instructor.

200. **Independent Study.** The Department.

Chemistry

Professor Mayo, *Chairman;* Professor Butcher; Associate Professors Page and Settlemire; Assistant Professors Christensen and Nagle; Teaching Fellows Cooley, Foote, and Hotham

Courses are numbered to follow a general format. Courses 1 through 9 are at the introductory level. They do not have prerequisites and are appropriate for nonmajors. Courses 10 through 19 are introductory without a formal prerequisite and leading to advanced-level work in the department. Courses 20 through 29 are at the second level of work and generally require only the introductory course as a prerequisite. Courses 30 through 39 are normally taken in the junior year and have two or more courses as prerequisites. Courses 40 through 49 normally are taken in the junior or senior year and have two or more courses as prerequisites.

Requirements for the Major in Chemistry: The required courses are **Chem-**

istry **15, 16, 22, 25, 26, 35, 36,** three advanced courses approved by the department, and **Physics 17.** Because the department offers programs based on the interest of the student, a prospective major is encouraged to discuss his or her plans with the department as early as possible. Students, faculty members, and outside speakers lead seminars sponsored by the department and the student affiliate chapter of the American Chemical Society.

Interdepartmental Major: The department participates in an interdepartmental program in biochemistry. See page 164.

5. Topics in Chemistry.

Fall 1981. **Applied Chemistry.** Mr. Page.

The goal of the course is to provide the student majoring outside the sciences with a survey introduction to the central concepts of chemistry. The major emphasis is on the ways in which chemistry is reflected in familiar things associated with our technological way of life. Applications of chemistry discussed include water pollution, food and agricultural chemistry, and energy.

Spring 1982. **Nutrition.** Mr. Settlemire.

An introduction to the study of nutrition for nonscience students. The science necessary to examine the several different topics is covered as the topic is examined. Topics include the chemical and biological nature of different nutrients, the basics of nutrient intake and utilization, and changing nutritional needs from infancy to old age. One-third of class time is devoted to student-faculty presentations on such topics of current interest as the vegetarian diet, the cholesterol controversy, global food problems, and food additives.

15. Introductory Chemistry I. Every fall. Mr. Christensen.

An introduction to chemistry including chemical stoichiometry; the properties of gases, solids, and liquids; acids and bases; ionic and nonionic equilibrium; and oxidation-reduction. Lectures, conferences, and three hours of laboratory a week.

16. Introductory Chemistry II. Every spring. The Department.

Fundamental topics in inorganic and physical chemistry. Elementary thermodynamics, chemical kinetics, and several approaches to chemical bonding are discussed, as are the periodic properties of the elements and topics in descriptive inorganic chemistry. Lectures, conferences, and three hours of laboratory a week.

Prerequisite: **Chemistry 15** or consent of the instructor.

22. Fundamentals of Inorganic and Analytical Chemistry. Spring 1982. Mr. Nagle.

The laboratory consists of basic inorganic preparations with subse-

quent analyses of the products. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Chemistry 16.**

25. **Elementary Organic Chemistry.** Every fall. Mr. Mayo.

An introduction to the chemistry of the compounds of carbon. The foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Chemistry 16.**

26. **Organic Chemistry.** Every spring. Mr. Page.

A continuation of the study of the compounds of carbon. **Chemistry 25** and **26** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: **Chemistry 25.**

35. **Physical Chemistry I.** Every fall. Mr. Butcher.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. Macroscopic behavior of chemical systems is related to molecular properties by means of the kinetic theory of gases and statistical mechanics. Also included is the study of chemical kinetics. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 16, Physics 17, Mathematics 12,** or consent of the instructor.

36. **Physical Chemistry II.** Every spring. Mr. Christensen.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 35** or consent of the instructor.

38. **Molecular Structure Determination in Organic Chemistry.** Spring 1982. Mr. Mayo.

Application of infrared, Raman, ultraviolet, nuclear magnetic resonance, and mass spectrometry to the structural elucidation of complex organic systems. Lectures and three hours of laboratory work a week.

Prerequisite: **Chemistry 26** and **35,** or consent of the instructor.

41. **Advanced Analytical Chemistry: Computer Interfacing.** Spring 1982. Mr. Butcher.

The objective of the course is to acquire the fundamentals of digital electronics and then to apply these fundamentals to the design and construction of selected circuits to interface laboratory instruments

with the MINC-11 and other small computers. Some software is developed in the course, but the main emphasis is on the design, construction, and operation of interfacing components. The class meets regularly in a seminar session; laboratory and project work is scheduled independently.

Prerequisite: Chemistry 35 or comparable experience in physics. Previous experience in electronics useful, but the course is accesssible to those without such experience.

42. **Inorganic Chemistry.** Fall 1981. Mr. Nagle.

The structures, properties, reaction mechanisms, and syntheses of inorganic compounds. Lectures and three hours of laboratory work a week.

Prerequisite: Chemistry 35 and 36, or consent of the instructor.

44. **Advanced Organic Chemistry.** Spring 1982. Mr. Page.

An introductory study of structure and mechanism in bio-organic chemistry. Emphasis on understanding the mechanistic implication of molecular structure and developing mechanistic theory from experimental data.

Prerequisite: Chemistry 26 and 35, or consent of instructor.

[45. **Advanced Physical Chemistry.**]

46. **Advanced Topics in Chemistry.**

46, 1. Fall 1981. **Atmospheric Chemistry.** Mr. Butcher.

Examination of the physical and chemical processes which play important roles in the atmosphere. Relevant aspects of the properties of radiation, photochemistry, dispersion of substances in the atmosphere, and chemical kinetics are considered. Applications to such topics as indoor air quality, air pollution, and climate.

Prerequisite: Chemistry 35 or consent of the instructor.

46, 2. Fall 1981. **Advanced Molecular Structure Determination.** Mr. Mayo.

Advanced methods of molecular structure determination including the following areas of discussion: high resolution mass spectrometry and gas-chromatography coupled mass spectrometry, Fourier Transform NMR and carbon 13 NMR, Fourier Transform IR, gas-chromatography coupled IR, electron spin resonance, and optical rotatory dispersion. If time permits, advanced chemical separation techniques such as high resolution capillary gas chromatography and high-pressure liquid chromatography considered.

200. **Independent Study.** The Department.

Classics

Associate Professor Nielsen, *Acting Chairman (Fall 1981);* Professor Ambrose, *Chairman (Spring 1982);* Assistant Professor Boyd; Visiting Instructor Roth

Requirements for the Major in Classics: The major in classics consists of eight courses chosen from the departmental offerings. Majors must take at least two courses at the advanced level of either the Greek or Latin languages (**Greek 5, 6** or **Latin 7, 8**). Two of the eight courses for the major requirement may be selected from the departmental offerings in Archaeology. **Classics 9** or **10** may be included only with consent of the department.

Requirements for the Major in Archaeology-Classics: The major consists of eight courses in the department—a minimum of four in archaeology, including **Archaeology 1** and **2**, and a minimum of four in either ancient language, Greek or Latin. It is recommended that one of these language courses should be at the advanced level, i.e., **Greek 5** or **6, Latin 7** or **8.**

Interdepartmental Major: The department participates in an interdepartmental program in archaeology and art history. See pages 163-164.

Archaeology

1. **Greek Archaeology: The Minoan-Mycenaean Civilization.** Every fall. Mr. Nielsen.

   An introduction to Aegean civilization through a study of the monuments. Traces the development of civilization and interaction of culture between Mainland Greece and Crete from the Neolithic Period to the end of the Mycenaean Era. Particular emphasis on architecture, pottery, and sculpture.

2. **Greek Archaeology: Preclassical to Hellenistic.** Every spring. Mr. Nielsen.

   An introduction to Greek civilization through a study of monuments. Traces the development of civilization on Mainland Greece from the end of the Mycenaean Era through the Hellenistic Period. Attention also given to Greek sites in Ionia and Italy. Particular emphasis on architecture, pottery, and sculpture.

3. **Greek Painted Pottery.** Fall 1981. Mr. Nielsen.

   Traces the development of the shape and decoration of Greek pottery from the Geometric Period through the end of the Classical Era. The characteristics of individual artists and the treatment of various Greek myths in different periods are studied.

   Prerequisite: **Archaeology 2** or consent of the instructor.

4. **Greek Architecture.** Fall 1982. Mr. Nielsen.

Traces the development of Greek architecture from the Geometric Period through the Hellenistic Period. The course is not limited to the development of the temple, but also considers private and public buildings. Among the aspects considered are city planning, religious sanctuaries, and temples.

Prerequisite: **Archaeology 2** or consent of the instructor.

5. **Greek Sculpture.** Spring 1982. Mr. Nielsen.

Traces the development of monumental stone sculpture from the late seventh century B.C. to the Hellenistic Period. Focuses on freestanding sculpture and relief work as well as the development of architectural sculpture, in particular, pedimental decoration in Greek temples. In addition consideration is given to the problems of dating by stylistic analysis (with reference to specific pieces), reconstructing missing Greek originals from Roman copies, the relationship between sculptor and vase painter in contemporary periods, and relationships between Greek bronzes and stone sculpture.

Prerequisite: **Archaeology 2.**

6. **The Etruscans.** Spring 1983. Mr. Nielsen.

A study of the origins of this people which made its appearance in central Italy in the seventh century B.C.; the source of their wealth; their impact on the other cultures of the Mediterranean. An attempt to reconstruct their culture as it can be understood from the architecture and artifacts preserved today.

Prerequisite: **Archaeology 2** or consent of the instructor.

Classics

9. **Classical Mythology.** Spring 1983. Ms. Boyd.

Focuses on the mythology of the Greeks and includes an intensive study of the myths themselves. Other subjects considered are recurrent patterns in Greek myths, the application of modern sociological and psychological theories to the study of myth, ancient creation myths, and the relation of mythology to religion. Concludes with an examination of the use of myths in ancient literature.

10. **Greek Literature in Translation.** Spring 1982. Mr. Ambrose.

An introduction to the important works of Greek literature in English translation. The objective of the course is not only to provide an understanding and appreciation of the literary achievements of the Greeks, but also to convey a sense of the meaning and spirit of Greek literature in the context of Greek history and culture.

Greek

1. **Elementary Greek.** Every fall. Mr. Roth.
   A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of classical Greek.

2. **Continuation of Course 1.** Every spring. Mr. Ambrose.
   In the latter half of the term a work of historical or philosophical prose is read.

3. **Plato.** Every fall. Ms. Boyd.

4. **Homer.** Every spring. Ms. Boyd.

5. **Selected Greek Authors.** Every fall. Mr. Roth.
   Designed to meet the needs of advanced students in Greek literature, with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegaic, and epic poetry; and oratory. *The course may be repeated for credit with the contents changed.*

6. **Continuation of Course 5.** Every spring. Mr. Ambrose.

Latin

1. **Elementary Latin.** Every spring. Ms. Boyd.
   A concentrated presentation of the elements of Latin grammar. Designed for students without previous instruction in Latin but also open to students with less than three years of Latin in secondary school.

3. **Cicero.** Every fall. Ms. Boyd.
   A rapid review of grammar followed by readings from Cicero and a brief introduction to Latin poetry.
   Prerequisite: Latin 1 or two years of secondary school Latin.

4. **Vergil. The Aeneid.** Every spring. Mr. Nielsen.
   Prerequisite: Latin 3 or equivalent.

5. **Horace and Catullus.** Every fall. Mr. Roth.
   Prerequisite: Latin 4 or equivalent.

7. **Selected Latin Authors.** Every fall. Ms. Boyd.
   Designed to meet the needs of advanced students in Latin literature. with extensive readings from representative authors in such fields as satire, drama, philosophy, history, and elegy. *The course may be repeated for credit with the contents changed.*

8. **Continuation of Course 7.** Every spring. Ms. Boyd.

200. **Independent Study.** The Department.

Economics

Associate Professor Vail, *Chairman;* Professors Darling, Freeman, and Shipman; Assistant Professors Dye, Folbre, and Gottschalk; Mr. Goldstein; Mrs. Weil

The Major in Economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to study economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to study the application of economic theory to particular social problems. Such problems include economic development, the functioning of economic institutions (e.g., corporations, government agencies, labor unions), and current policy issues (e.g., poverty, pollution, energy, and monopoly). The major is a useful preparation for graduate study in economics, business, or public administration.

The major consists of **Economics 1** and **2**, three "core" courses **(Economics 3, 5,** and **6)**, one advanced topics course **(Economics 16** or **41, 42)**, and two additional courses in economics. **Economics 1** is a prerequisite for **Economics 2**, and both **1** and **2** are prerequisites of most other economics courses. The three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 3, 5,** and **6** as prerequisites. **Economics 4, Accounting,** does not count toward the economics major.

Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

Interdepartmental Major: The department participates in an interdepartmental major in mathematics and economics. See page 164.

1. Principles of Microeconomics. Every semester. The Department.

Economic analysis and institutions with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed. It is applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 1** and **2. Economics 1** is a prerequisite for **Economics 2.**

2. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are ex-

plored with the aid of such analysis, and attention is given to the sources and consequences of economic growth. Alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed.

Prerequisite: **Economics 1.**

3. **Economic Statistics.** Fall 1981. Mr. Gottschalk.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisite: **Economics 1** and **2.**

4. **Accounting and the Analysis of Financial Statements.** Fall 1981. Mrs. Weil.

Establishes a background in the fundamentals of accounting. Covers journalizing, posting, and trial balance; use of adjusting and closing entries; accounting for receivables and payables; inventory and depreciation; preparation of the balance sheet and income statement. Also examines the role of accounting in the microeconomic decision-making process, product costing, tax allocation, and profit analysis.

Prerequisite: **Economics 1, 2,** and consent of the instructor.

5. **Microeconomics.** Every fall. Mr. Freeman.

An advanced study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 1** and **2.**

6. **Macroeconomics.** Every spring. Mr. Dye.

An advanced study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, and money and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 1** and **2.**

7. **The International Economy.** Spring 1983. Mr. Freeman.
An analysis of the factors influencing the direction and composition of trade flows among nations, balance of payments equilibrium and adjustment mechanisms, and the international monetary system. Basic elements of international economic theory are applied to current issues such as tariff policy, capital flows and international investment, reform of the international monetary system, and the international competitiveness of the American economy.
Prerequisite: **Economics 1** and **2**.

8. **American Economic History and Development.** Fall 1982. Mr. Shipman.
A study of economic growth and industrialization in the United States and Canada, combining elements of development theory, economic geography, and institutional history. A general knowledge of American history is presumed.
Prerequisite: **Economics 1** and **2**.

9. **Economics of Money, Banking, and Finance.** Fall 1981. Mr. Darling.
The general principles and institutions of money, banking, and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, inflation, and the use of monetary and financial controls are considered.
Prerequisite: **Economics 1** and **2**.

10. **Economics of the Public Sector.** Fall 1981. Mr. Dye.
The economic role of government. Deals with theoretical and policy issues of government expenditures and revenues in meeting such social goals as allocative efficiency and income redistribution. Issues on the current political agenda are given special attention.
Prerequisite: **Economics 1** and **2**.

11. **Regional and Urban Economics.** Spring 1982. Mr. Darling.
The study of economic influences in the growth and decline of American cities and metropolitan areas, and in the shifting fortunes of major national regions with particular stress on economic growth in the "sun-belt" region and relative decline of the northeastern quadrant of "frost-belt" states. Attention is given to the economic status of the black community and other minorities within the context of urban and regional change. Students have the opportunity during the final third of the semester to study independently a related topic of special interest.
Prerequisite: **Economics 1** and **2**.

12. **Labor and Human Resource Economics.** Spring 1983. Mr. Gottschalk.
Characteristics of the American labor force, occupational structure,

participation rates. Theories of labor market structure and performance. Manpower and human resources policies. Topics are covered from an institutional as well as an analytical point of view.

Prerequisite: **Economics 1** and **2**.

13. **History of Economic Thought.** Spring 1982. Mr. Vail.

A review of the "worldly philosophers" from the seventeenth century onward, including Smith, Ricardo, Malthus, Marx, Marshall, Walras, and Keynes. A major theme is the development of different theories of economic surplus and capital accumulation and the ways in which these theories grow out of a particular social and historical context. The relationship between earlier theories and contemporary schools of economic thought will also be explored.

Prerequisite: **Economics 1** and **2**.

14. **Comparative Political Economy.** Fall 1981. Mr. Vail.

Begins with an investigation of criteria for distinguishing and evaluating the performance of different modes of production. A historical, class analytic framework for comparative study is set out. The core of the course consists of studies of three paths to socialism: the Soviet Union, China, and Yugoslavia. Concludes with a study of Sweden's "middle way" and its implications for the thesis that all industrial economies converge toward a common type.

Prerequisite: **Economics 1** and **2**, or consent of the instructor.

15. **Industrial Organization and Public Control.** Spring 1982. Mrs. Weil.

A study of the structure, performance, and control of selected industries. Attention is given to transport, energy, and communications as well as to the manufacturing sector. Cultural and environmental impacts are also explored, and the social responsibilities of business are discussed.

Prerequisite: **Economics 1** and **2**.

16. **Econometrics.** Fall 1981. Mr. Goldstein.

A study of the mathematical formulation of economic models and the statistical methods of testing them. An introduction to matrix algebra is followed by a detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macro-economics are considered. Though most of the course deals with single equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 3** or **Mathematics 37** and consent of the instructor.

17. **The Economics of Population.** Spring 1982. Ms. Folbre.

An analysis of the causes and consequences of population growth

which focuses specifically on two issues: the decline in desired family size that is associated with economic development, and the effect of population growth upon capital accumulation. Both neoclassical and Marxist approaches to the economics of household production will be presented, with special emphasis on the content of women's work and the costs and benefits of children. Time will also be devoted to basic demographic methods, statistical analysis, and simple mathematical models.

Prerequisite: **Economics 1** and **2**, or consent of the instructor.

18. **Economics of Resources and Environmental Quality.** Fall 1982. Mr. Freeman.

The economic dimensions of environmental quality and resource management problems faced by the United States and the world. The relationships among population, production, and pollution; the role of market failure in explaining the existence of pollution; evaluation of alternative strategies for pollution control and environmental management; the adequacy of natural resource stocks to meet the future demands of the United States and the world.

Prerequisite: **Economics 1** and **2**.

19. **Underdevelopment and Strategies for Development in Poor Countries.** Fall 1983. Mr. Vail.

Begins with an analysis of the historic origins of underdevelopment and the poor countries' subordinate position in the world capitalist order. The major economic features of underdevelopment are investigated with stress on economic dualism and the interrelated problems of population growth, urbanization, and unemployment. The assessment of development strategies stresses key policy choices, such as export promotion versus import substitution, agriculture versus industry, and capital versus labor-intensive technologies. The East African experience is emphasized.

Prerequisite: **Economics 1** and **2**, or consent of the instructor.

21, 22. **Contemporary Problems.**

Topics vary from year to year. Prerequisites, if any, are determined by the instructor.

21. **The Political Economy of Race and Sex.** Fall 1981. Ms. Folbre.

Begins by outlining some basic questions: What are racism and sexism? Why do they exist? Who gains from them? Different theoretical approaches to economic discrimination will be discussed. The course then examines racial and sexual inequality from a historical perspective, looks at statistical trends within the United States economy, and considers explanations of these trends. Concludes with exploration of some

larger implications of racism and sexism for economic and political theory in general.

Prerequisite: Economics 1.

22. The Current Economic Crisis. Spring 1982. Mr. Goldstein.

Develops the nature and causes of the unemployment and inflation crisis of the past and present decade and explores possible policy options. A comparative approach, with historical, theoretical, and policy dimensions is employed. First, historical and structural changes in the United States economy since World War II are developed by contrasting this period with pre-war economic history. The course next examines and evaluates alternative theories of inflation and the stability of the capitalist growth process in the present period. A third section assesses competing policy recommendations. Special topics include financial dimensions and international aspects of the crisis and the recent upsurge of neo-conservative economic theory and policy.

Prerequisite: Economics 2.

41, 42. Advanced Topics in Economic Analysis.

41. International Economic Theory. Fall 1981. Mr. Freeman.

A rigorous development of the theories of international trade and balance of payments adjustment with special attention to the empirical relevance of the theoretical models. Topics covered include: the two good, two factor, two country trade model; the factor price equalization theorem; the Stolper-Samuelson theorem; empirical evidence on the determinants of trade; the Leontief Paradox; the welfare costs of protectionism; foreign exchange markets, speculation, arbitrage, and theory of efficient markets; alternative approaches to balance of payments theory (elasticity, absorption, and monetarist).

Prerequisite: Economics 5 and 6.

42. Labor Market Analysis and Public Policy. Spring 1982. Mr. Gottschalk.

The analytical and empirical foundations of labor market analysis are presented in the first half of the course. The standard neoclassical paradigm (marginal productivity theory and human capital investment theory) are developed. Critiques and alternative perspectives from radical and institutional economists follow. Regression analysis is used to test the validity of theories. Issues raised in the verification of theory are explored. The second half of the course is devoted to presentation of student research projects. Both theoretical and public policy papers are expected to be developed.

Prerequisite: Economics 3 and 5.

Fall 1982. **Public Sector Microeconomics.** Mr. Dye.
Prerequisite: **Economics 5, 6.**

Spring 1983. **History of Economic Thought.**
Prerequisite: **Economics 5, 6.**

Spring 1983. **Microeconomics of Energy Pricing and Regulation.** Mr. Shipman.
An inquiry into the methods and consequences of market vs. nonmarket pricing, allocation, and conservation of energy resources.
Prerequisite: **Economics 5.**

200. **Independent Study.** The Department.

Education

Professor Hazelton, *Chairman*

1. **Education in the Twentieth Century.** Every fall.
The study of the past two decades as the culmination of expansion in American education and its increasingly contradictory purposes. Assessments of the capacities of schools and colleges and of possible alternative social institutions in this country are studied.

2. **History of American Education.** Spring 1982.
Topics in the history of American educational institutions. Examples: the hope of a common school, the progressive reforms, college and university at the turn of the century, the relation of schools to colleges and to work.

3. **Schools and Communities.** Every spring.
The modern secondary school as a complex reflection of local community characteristics and larger social purposes. Students undertake field work on questions of community and professional participation. Recent studies of school government, financing, and the equality of educational opportunity as in the Coleman Report are the basis of the course reading.
Prerequisite: **Education 1, 2,** or consent of the instructor.

4. **Comparative Education.** Spring 1983.
A concentration on the English educational system as a means of understanding the possibilities and limitations of comparative studies in education. The focus is on schools as expressions of a larger culture. Topics first considered in **Education 1** are raised in this context; for example, the organization of secondary education, the expansion of uni-

versities, the development of new institutional forms, and the public and private options available to citizens are studied.

5. **Teaching.** Every fall.

A study of what takes place in classrooms: the methods and purposes of teachers, the organization of subjects and curriculum, and the response of students. Regular observations in a variety of classrooms are required. Reading aims at drawing the work of preceding courses to these particular questions.

Prerequisite: Two from **Education 1, 2, 3,** and 4 or consent of the instructor.

6. **Student Teaching.** Every spring.

A continuation of **Education 5** for students who have worked as school volunteers. Emphasis is on the analysis and evaluation of the student's teaching in local schools. Regular written reports are required. Grading on a credit/fail basis only.

Prerequisite: **Education 5** and previous voluntary school experience.

200. **Independent Study.**

On page 108 there is a further discussion of careers in teaching.

English

President Greason; Professor Redwine, *Chairman;* Professors Coursen, Coxe, Hall, and Kaster; Associate Professor Burroughs; Assistant Professors Cahn, Dane, Jackson, and Watterson; Director of Theater Rutan; Visiting Lecturer Vail; Visiting Director of Theater Jones

Requirements for the Major in English and American Literature: The major consists of ten courses. At least one semester unit is required from each of four groups: (1) **English 41, 43,** or **45;** (2) **51** or **52;** (3) **54, 55,** or **57;** (4) **61, 62, 64,** or **65.** Six additional units may be chosen from the foregoing and/or **English 1, 2** (Freshman Seminars, not more than two), **71, 72, 75, 76, 80, 82, 83, 85, 86, 89.** In addition, candidates for honors in English are required to write an honors essay and to take a comprehensive examination in the senior year. Exceptions to this program may be arranged by the department to encourage and accommodate special individual programs such as interdisciplinary majors.

English 1 and 2
Freshman Seminars in English Composition and Literature

Open to freshmen. The Freshman English course is called **English 1** in the

fall, **English 2** in the spring. Usually there are not enough openings in the fall for all freshmen who want an English seminar. Freshmen who cannot get into a seminar in the fall are given priority in the spring. The main purpose of **English 1** and **2** (no matter what the topic or reading list) is to give freshmen extensive practice in *reading* and *writing* analytically. Each section is normally limited to fifteen students. Discussion, outside reading, frequent papers, and individual conferences on writing problems.

English 1. Fall 1981.

Seminar 1. Irony/Allegory. Mr. Dane.
The art of saying what isn't meant. Readings include selections from Dante, Shakespeare, Swift, Voltaire, and modern works by Kafka, Beckett, and Nabokov.

Seminar 2. Shakespeare. Mr. Coursen.
An examination of certain themes and patterns in Shakespearean drama. Several papers and a final examination are required.

Seminar 3. Short Fiction and Poetry. Mr. Coxe.

Seminar 4. Readings in American Literature. Mrs. Jackson.
Hawthorne, Dickinson, Frost, Faulkner, and others.

Seminar 5. Drama. Mr. Redwine.
Emphasis on the close reading and discussion of plays of Shakespeare, Molière, Ibsen, Shaw, Beckett, and others.

Seminar 6. Afro-American Fiction. Mr. Cahn.
A critical study of major fiction by Afro-American authors, including Wright, Ellison, and Baldwin.

Seminar 7. Entering Nature. Mr. Burroughs.
A survey of this common American theme as encountered imaginatively in fiction and poetry and as reported experientially. Writers include Emerson, Thoreau, Abbey, Frost, and Faulkner.

Seminar 8. The Art of the Essay. Mr. Cahn.
Studies in reading and writing the narrative, expository, and critical essay. Materials include historical as well as current sources.

English 2. Spring 1982.

Seminar 1. William Faulkner and Flannery O'Connor. Mr. Burroughs.
A study of representative fiction by each. Readings include *The Sound and the Fury; Light in August; Go Down, Moses; The Hamlet; A Good Man Is Hard to Find;* and *The Violent Bear It Away.*

Seminar 2. Shakespeare. Mr. Coursen.

An examination of certain themes and patterns in Shakespearean drama. Several papers and a final examination are required.

Seminar 3. Modern British Literature. Mrs. Jackson.

Readings include some short stories (by D. H. Lawrence), a novel (*To the Lighthouse*), a play (*Heartbreak House*), and selections from a variety of poets (Thomas Hardy to W. H. Auden).

Seminar 4. In Praise of Folly. Mr. Dane.

The development of modern attitudes toward knowledge in literature. Readings include selections from the Gospels, Dante, Cervantes, Shakespeare, Goethe, and modern works by Beckett and Robbe-Grillet.

Seminar 5. Satire. Mr. Redwine.

An examination of some different methods and objects of satire in works of Sir Thomas More, Shakespeare, Jonson, Voltaire, Swift, Butler, Twain, Huxley, Orwell.

Seminar 6. Modern American Drama. Mr. Cahn.

A critical study of plays by O'Neill, Miller, Williams, Albee, and others.

Seminar 7. An Introduction to the Drama. Mr. Watterson.

Begins with Aristotle's *Poetics* and the Theban plays of Sophocles, and includes works by Shakespeare, Congreve, Ibsen, Pirandello, Chekhov, O'Neill, Beckett, Miller, and others.

Courses in Writing, Communication, and Theater Arts

10. Public Speaking. Every fall. Ms. Kaster.

Theory and practice of topic selection, audience analysis, research methods, development and organization of ideas, and delivery techniques. Designed for students with little or no experience in public speaking.

Prerequisite: Consent of the instructor.

11. Topics in Communication. Every other fall. Ms. Kaster.

Fall 1981. **The Group Performance of Literature.**

The study of literature through performance with emphasis on point of view and Burke's dramatistic analysis. Experience in reader's theater and chamber theater formats.

Prerequisite: Consent of the instructor.

12. Argumentation. Every other fall. Fall 1982. Ms. Kaster.

A study of the modes of proof involved in evaluating evidence. Topics include induction, deduction, the Toulmin model, and general semantics.

13. **History, Theory, and Criticism of Film.** Spring 1982. Ms. Kaster.

The aim is to sharpen the perception of film as art. The history of the media, the major aesthetic theories, and the syntax of film are discussed as they function to clarify the nature of filmic expression. Films of major directors are viewed, including those of Melies, Griffith, Eisenstein, Wiene, Welles, Riefenstahl, DaSica, Fellini, and Bergman.

Students are expected to produce a short film. Enrollment limited to juniors and seniors.

20. **English Composition.** Every year. Spring 1982. Mr. Cahn.

Practice in expository and critical writing, with special attention to the preparation, writing, and analysis of student essays. Ordinarily limited to students not planning to take **English 24.**

Prerequisite: Consent of the instructor.

[21. **Elements of Journalism.**]

24. **Advanced Composition.** Spring 1983.

Written work with emphasis on imaginative writing. Ordinarily limited to students who have not taken **English 20.**

Prerequisite: Consent of the instructor.

[25. **Literary Composition.**]

29. **Playwriting.** Every year. Fall 1981. Mr. Jones.

Study and practice in the writing of plays, with emphasis upon the one-act play.

Prerequisite: Consent of the instructor.

30. **Acting and Directing.** Every semester. Mr. Jones.

A studio class for students interested in the fundamentals of acting and directing.

Prerequisite: Consent of the instructor.

31. **Set Design.** Spring 1984. Mr. Rutan.

A studio class for students interested in the fundamentals of set designing.

Prerequisite: Consent of the instructor.

32. **Technical Theater.** Every semester. Mr. Jones with the assistance of Mr. Roderick.

A studio class for students interested in the fundamentals of technical production in the theater.

Prerequisite: Consent of the instructor.

35. **Seminar in Dance History.**

Fall 1981. **Dance in American Culture, 1945-Present.** Ms. Vail.

A survey of dance in America since World War II, with emphasis on

the place of dance (modern dance, ballet, black dance, stage and film dance) within the cultural framework of the last thirty-five years. Exploration of the relationship between the development of dance as an art form and postwar trends in music, art, theater, and literature, drawing on readings in aesthetic theory and criticism. Use of visiting artists and films, as well as written resources.

Prerequisite: Consent of the instructor.

Advanced Courses in English and American Literature

41. **Old English.** Every other year. Fall 1981. Mr. Dane.

An introduction to Old English language and literature. Readings in the original, supplemented by materials in translation.

43. **Chaucer.** Every other year. Spring 1982. Mr. Burroughs.

Emphasis on the *Parliament of Fowls, Legend of Good Women,* and *Canterbury Tales.*

45. **Epic and Romance.** Every other year. Spring 1983. Mr. Burroughs.

The tradition of the quest as it descends from Vergil. Includes the *Aeneid, History of the Kings of Britain,* Chaucer's *Troilus, Gawain and the Green Knight, Pearl,* and Malory's *Morte D'Arthur.* All Middle English readings done in the original.

51. **Shakespeare I.** Every fall. Mr. Coursen and Mr. Watterson.

A study of Shakespeare's comedies; history plays, particularly the Second Henriad (*Richard II* to *Henry V*); early tragedies, including *Hamlet;* and tragicomedies.

52. **Shakespeare II.** Every spring. Mr. Coursen and Mr. Watterson.

A study of the major tragedies, the Roman plays, and the final comedies.

54. **English Literature of the Early Renaissance.** Every other fall. Fall 1981. Mr. Redwine.

A critical study of the literature of the sixteenth century, with emphasis upon Elizabethan nondramatic poetry.

55. **English Literature of the Late Renaissance.** Every other spring. Spring 1982. Mr. Redwine.

A critical study of the literature of the seventeenth century exclusive of Milton, with emphasis on the poetry of Donne, Jonson, and their followers.

57. **Milton.** Every other year. Fall 1982. Mr. Redwine.

A critical study of his chief writings in poetry and prose.

61. **Restoration and Early Eighteenth-Century Literature.** Every other year. Fall 1981. Mr. Burroughs.

A study of neoclassical values as expressed in the poetry, prose, and drama of the period, with emphasis on Dryden, Pope, and Swift.

62. **Late Eighteenth-Century Literature.** Every other year. Spring 1982. Mr. Dane.

A study of late eighteenth-century literature with emphasis on prose: Johnson, Boswell, Hume, Burke, Sterne.

64. **English Romanticism.** Every other year. Fall 1982. Mr. Hall.

The origins, growth, and nature of romanticism, with emphasis on the pre-Romantics and Blake, Wordsworth, and Coleridge. Illustrative parallels in the visual arts, including paintings of Gainsborough, Reynolds, Constable, Blake, and Turner.

65. **Victorian Poetry.** Every other year. Spring 1983. Mr. Coxe.

A critical study of the major Victorian poets.

71. **American Literature I.** Every fall. Mr. Hall.

Pre-Civil War fiction. Emphasis on Hawthorne and Melville, and illustrative parallels in the painting of Allston, Cole, Durand, and others.

72. **American Literature II.** Every spring. Mr. Coxe.

Readings in American poetry and fiction. Significant works by Melville, Poe, Whitman, Dickinson, and others, up to and including Robinson and Frost.

75. **Twentieth-Century English and American Literature I.** Every other fall. Fall 1981. Mr. Hall.

The philosophic and technical bases of the modern schools: Hardy, Conrad, James, Yeats, Eliot, Joyce, Hemingway, Faulkner, and others.

76. **Twentieth-Century English and American Literature II.** Every other spring. Spring 1982. Mr. Coxe.

Readings in American and British poetry and fiction, 1900-1970. Such poets as Eliot, Stevens, and Pound; such novelists as Golding, Flannery O'Connor, and Bellow. The list of authors varies from year to year.

80. **Literary Criticism: Definitions and Methods.** Spring 1982. Mr. Hall.

An approach to criticism through the definitions of its governing concepts and terms; analysis of selected critical writings and practice in the application of the principles and instruments of criticism.

82. **History of English Drama.** Every other fall. Fall 1982.

English drama of the Middle Ages, the Elizabethan and Jacobean periods, the Restoration, and the eighteenth century.

83. **Modern Drama.** Every other spring. Spring 1983.
Plays by modern dramatists including Ibsen, Shaw, Chekhov, Strindberg, Brecht, O'Neill, Williams, Genet, Ionesco, and Pinter.

85. **The English Novel I.** Every other fall. Fall 1981. Mr. Cahn.
The development of English fiction and the changing patterns of the novel in the eighteenth and early nineteenth centuries: Defoe, Richardson, Fielding, Sterne, Austen, and Scott.

86. **The English Novel II.** Every other spring. Spring 1982. Mr. Cahn.
Nineteenth-century fiction from Dickens to Hardy.

89. **Studies in Literary Genres.** Every year.
Lectures, discussions, and extensive readings in a major literary genre: e.g., the narrative poem, the lyric poem, fiction, comedy, tragedy, or the essay.

89, 1. **Modern American, British, and Canadian Fiction and Poetry.** Fall 1981. Mr. Coxe.
Such writers as: Waugh, Davies, Cozzens, D. H. Lawrence, Auden, MacNeice, Stevens, and others.
Prerequisite: Consent of the instructor.

89, 2. **The Short Stories and Novels of Joseph Conrad.** Spring 1982. Mr. Hall.
Prerequisite: Consent of the instructor.

89, 3. **Three Poets.** Spring 1982. Mrs. Jackson.
G. M. Hopkins, T. S. Eliot, and W. H. Auden.
Prerequisite: Consent of the instructor.

[90. **Junior Major Tutorial.**]

200. **Independent Study.** The Department.

Environmental Studies

Administered by the Committee on Environmental Studies

Requirements for the Coördinate Major in Environmental Studies: The major involves the completion of a departmental major (1 below) and advanced work related to environmental matters (2).

1. The departmental major requirement may be satisfied by one of the three following programs. a) Completion of the major requirements in one of the following: biochemistry, biology, chemistry, economics, government,

physics, or sociology and anthropology. b) The Coordinate Major in Geology-Environmental Studies: **Geology 11, 12, 26,** and three additional courses in geology, **Physics 17, Chemistry 15, 16,** and two courses in mathematics. c) Completion of the major requirements in a department other than those listed above, *provided* that the student's program of studies has the approval of the committee as to its environmental content.

2. Five courses relating to environmental studies including at least three courses outside the area of the student's major department. The committee will count approved courses as meeting this requirement even if they are also being offered to meet the departmental major requirement. For the purpose of this requirement, areas of the curriculum are defined as follows:

Sciences: biochemistry, biology, chemistry, geology-environmental studies, physics, mathematics, psychology. *Social Sciences:* economics, government, history, sociology-anthropology. *Arts and Humanities:* classics, art, English, German, music, philosophy, religion, Romance Languages.

A list of approved environmentally related courses will be provided by the Committee on Environmental Studies each year. In addition, students may petition the committee to approve other courses not on the list in which environmentally related work has been done.

The selection of independent study is strongly recommended where appropriate to the student's needs and abilities. The topic for each study should be of an interdisciplinary nature where possible.

1. Physical Processes in the Environment. Spring 1982. Mr. Gilfillan.

Introduction to the natural science of selected environmental topics. The science necessary to discuss certain environmental issues is introduced and then applied to those issues. In this semester, the emphasis will be on processes occurring in the oceans. Topics include the origin of tides, ocean currents, and water masses; the role of the oceans in planetary cycles of water and heat. A discussion of the impact of human activity on the oceans is an important part of this course.

[51, 1. Marine Ecology.]

51, 2. Perspectives in Oil Pollution. Spring 1982. Mr. Gilfillan.

A study of the effects of oil pollution on marine ecosystems. Ecological, economic, legal, and engineering aspects of oil pollution will be examined. Case studies of major oil spills will be utilized. Lectures will be supplemented by field trips.

Prerequisite: A college-level science course or consent of the instructor.

Geology

Professor Hussey, *Chairman;* Teaching Associate Newberg

Students contemplating advanced study in geology should consult with the chairman of the department as soon as possible. They should plan a joint major between geology and chemistry, physics, biology, mathematics, or environmental studies. **Geology 11** and **12** should be taken during the freshman year. By the end of the junior year **Mathematics 11, 12,** two semesters of chemistry, and one semester of physics should be completed.

Interdepartmental Major: The department participates in an interdepartmental program in geology and physics. See page 164.

11. Introduction to Physical Geology. Every fall.

Lectures devoted to the composition and structure of the earth and the dynamic equilibrium processes that shape the surface of the earth. Field and indoor laboratory studies include the recognition of common rocks and minerals, the interpretation and use of topographic and geologic maps, and dynamics of processes that shape our landscape. A one-day trip is taken to York County to examine evidence for glaciation, recent sea level changes, structures and types of metamorphic rocks, and sequence of intrusion of four major magma series. Three lectures and three laboratory hours each week.

12. Introduction to Historical Geology. Every spring.

Lectures devoted to a study of the principles involved in the interpretation of geologic history as deciphered from the rock record and a review of present knowledge of the evolution of the earth and its inhabitants. Three hours of laboratory work each week includes the recognition of fossils and their modes of preservation, interpretation of geologic maps, and a summary of the geologic history of the principal tectonic belts of North America. A one-day field trip is taken in the spring to illustrate important aspects of the geologic history of the southern coastal Maine area.

Prerequisite: **Geology 11.**

14. Earth Materials. Every spring.

Lectures devoted to the identification, classification, origin, manner of occurrence, and uses of the principal rock-forming and economic minerals, rocks, and sediment types. Laboratory work includes both indoor and field examination and identification of rocks, minerals, and surficial sediments, emphasizing hand-specimen techniques. Three hours of lecture and a three-hour laboratory each week.

21. Optical Mineralogy and Crystallography. Fall 1981 and 1983.

Lectures devoted to morphological and X-ray crystallography, crystal chemistry, and optical mineralogy of the common rock-forming minerals. Laboratory work includes the examination and identification of minerals in thin section and as grains in immersion oil, using the polarizing microscope; morphological crystallography; and X-ray diffraction techniques. Three lecture hours and one three-hour laboratory each week.

Prerequisite: **Chemistry 15** or **Geology 12** or **14.**

22. Petrology. Spring 1982 and 1984.

The classification, description, and genesis of the common rock types. Three hours of laboratory work each week devoted to the identification of rocks in hand specimen and examination of thin sections with the use of the polarizing microscope.

Prerequisite: **Geology 21.**

23. Structural Geology. Fall 1982 and 1984.

The primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work includes structural interpretation of geologic maps, construction of cross sections, and the use of stereographic projections and orthographic constructions in the solution of structural problems and presentation of data. Three lecture hours and three laboratory hours each week.

Prerequisite: **Geology 11** and **12.**

26. Geomorphology. Spring 1983 and 1985.

The concepts of land form development and evolution, emphasizing modern quantitative methods of study, interpretation, and applications to environmental planning. Three lecture hours and three laboratory hours each week.

Prerequisite: **Geology 11.**

200. Independent Study.

German

Professor Hodge, *Chairman;* Assistant Professors Cafferty and Cerf; Teaching Fellow Dunkel

Requirements for the Major in German: The major consists of any six courses from **German 13** through **22** (one semester of **German 5-6** may be included in this group), or any five courses from **German 13** through **22** and an independent study approved by the department.

1, 2. **Elementary German.** Every year. Fall 1981. Ms. Cafferty. Spring 1982. Mr. Cerf.

Three hours a week of training in grammar, composition, and reading. Two hours of audio-lingual training in the language laboratory.

3, 4. **Intermediate German.** Every year. Fall 1981. Mr. Hodge. Spring 1982. Ms. Cafferty.

Three hours a week of reading, composition, and review of grammar. One hour of audio-lingual training in the language laboratory or with the teaching assistant.

Prerequisite: German 2 or equivalent.

5, 6. **Advanced German Language.** Every year. Fall 1981. Mr. Cerf. Spring 1982. Mr. Hodge.

Designed to increase oral fluency, compositional skills, and understanding of spoken German. Stylistics and idiomatic usages may be emphasized.

Prerequisite: German 4 or equivalent.

8. **Advanced Translation: German to English.** Spring 1983.

For students of all disciplines who expect to do specialized reading or research work in German. Emphasis on discrepancies between grammar and style, various approaches to vocabulary learning, and "decoding" difficult structures. Readings from areas of general knowledge. As a final project each student translates a reading selection from his own subject area.

Prerequisite: German 4 or equivalent.

13. **The Development of Literary Classicism.** Fall 1981. Mr. Cerf.

Beginning with the reaction against the Age of Reason and continuing into the later works of Goethe and Schiller.

Prerequisite: German 4 or equivalent.

14. **The Romantic Movement.** Spring 1982. Ms. Cafferty.

Its literary philosophy, several schools of thought, and preferred genres, including consideration of such representative or influential figures as Tieck, A. W. and F. Schlegel, Kleist, Arnim, Brentano, Chamisso, Eichendorff, E. T. A. Hoffmann, and Schopenhauer.

Prerequisite: German 4 or equivalent.

15, 16. **Literature of the Nineteenth and Twentieth Centuries.** 1982-1983.

German literature ca. 1830-1950. Such authors as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht are included.

Prerequisite: German 4 or equivalent.

17. **Contemporary Literature.** Fall 1982.

Stress on the newest—largely untranslated—authors and on authors not ordinarily considered in **German 15, 16,** e.g., Dürrenmatt, Grass, Böll, Weiss, Handke, Dorst, and Doderer, among others.

Prerequisite: **German 4** or equivalent.

18. **The Short Prose Form.** Fall 1981. Ms. Cafferty.

Unique theory, form, and content of the German *Novelle* as they have developed from Goethe to the present.

Prerequisite: **German 4** or equivalent.

22. **Seminar in Aspects of German Literary History.** Every spring.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and literary-historical periods. *This course may be repeated for credit with contents changed.*

Prerequisite: **German 4** or equivalent.

Spring 1982: **Vienna, 1890-1914.** Mr. Cerf.

A survey of the shorter literary works (i.e., *Novellen,* dramas, poetry, essays, etc.) of such diverse, psychologically oriented authors as Hofmannsthal, Freud, Trakl, Schnitzler, Kraus, and Musil.

31. **German Literature in English Translation.** Every fall.

This course may be repeated for credit with contents changed.

Fall 1981: **The Fool, the Rascal, and the Dwarf.** Mr. Hodge.

A tracing of the German epic tradition through three major works:

1) Wolfram von Eschenbach's *Parzival* is part of the medieval Arthurian material, treating the search for the Holy Grail. Within the framework of courtly society, it is also the development of the Pure Fool into the complete man through life experiences.

2) *Simplicissimus* by Grimmelshausen is a picaresque novel of the Thirty Years' War, which describes the very different development of another innocent formed by his experiences.

3) *The Tin Drum* is Günter Grass's greatest novel and contains, in the life of its hero, Oskar the dwarf, both the learning innocent and the clever knave, molding them into figures for the twentieth century.

32. **Mythologies of Europe.** Spring 1982. Mr. Hodge.

Myths, legends, sagas, and other folk literature of the Germanic, Celtic, and Finno-Ugric traditions, e.g., the Prose and Poetic Eddas, Song of the Volsungs, Beowulf, Lay of the Nibelungs, the Mabinogian, the Cycle of Finn, the Cycle of Ulster, the Kalevala. Where possible and desirable, comparisons may be drawn with other mythologies; myth-

ological and legendary material may be supplemented by relevant folkloric, Arthurian, and semihistorical literature.

200. **Independent Study.** The Department.

Government and Legal Studies

Professor Donovan, *Chairman;* Professors Morgan, Potholm, and Rensenbrink; Assistant Professors Kennedy, Springer, and Tronto

Requirements for the Major in Government and Legal Studies: The major consists of at least two Level A courses and at least six Level B courses. Majors must, however, take at least one course from each division of the department's offerings: American government (**Government 3, 5, 6, 10, 13, 14, 30,** and **31**); comparative government (**Government 4, 12, 23, 25,** and **26**); political theory (**Government 1, 16, 17, 19,** and **20**); and international politics (**Government 2, 7, 8, 15,** and **18**).

In addition, the student seeking to graduate with honors in government and legal studies must take both semesters of the honors seminar (**Government 60, 61**) during his senior year and must prepare an honors paper. No more than one semester of independent study, including independent study for honors, may be substituted for a course in completing the eight-course requirement (two from Level A and six from Level B).

Sophomore standing is required for courses numbered 5-39; junior standing for courses numbered 40-49; senior standing for courses 60-69.

Level A Courses

1. **Introduction to Political Theory: Basic Themes in Western Political Thought.** Fall 1981. Mr. Rensenbrink.

   An introduction to the tradition of political theory through the exploration of central issues in politics such as the nature of justice, equality, liberty, citizenship, the state. Readings are drawn from classical and modern works in political theory.

   Introduction to Political Theory: Ancient and Medieval Thought in the Western Tradition. Spring 1982. Ms. Tronto.

   An introduction to political theory through a study of the history of political thought from the pre-Socratics through Machiavelli.

2. **Introduction to International Relations.** Spring 1982. Mr. Potholm and Mr. Springer.

   Identifies and explains patterns of interaction among nation-states. Focuses on developments since World War II, but many lectures draw

on material from other periods. Such topics as the nature of man and the causes of war, the international espionage subculture, revolutionary change, and environmental constraints are considered.

3. **Introduction to American Politics.** Fall 1981. Ms. Tronto.
Combines an institutional-structural and behavioral approach to the study of American politics. Attention is divided among the presidency, Congress, justice and the Supreme Court, ideology, political parties, political culture and political socialization, public opinion, elections and voting behavior, and bureaucratic politics.

4. **Introduction to Comparative Government.** Fall 1981. Mr. Kennedy.
An introduction to the study of politics from a comparative perspective. It assumes that systematic examination of political phenomena in different contexts contributes to a better understanding of politics and, by implication, a better understanding of our own political system. Among the topics addressed are: development, underdevelopment, and modernization; ethnicity, social cleavages, and partisan alignments; participation; the functions of military and civilian bureaucracies in politics; and political change.

Level B Courses

5. **Local Governments.** Spring 1982. Mr. Morgan.
In the second half of the twentieth century rapid population growth, a series of dramatic demographic shifts, and a number of technological developments (e.g., the auto) have radically altered the environments in which local governments must operate. Everywhere the forms, powers, and jurisdictions of local government are matters of intense concern. The case study method is employed.

6. **Law and Society.** Fall 1981. Mr. Morgan.
An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies of crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

[7. **International Law.**]

8. **International Organization.** Fall 1981. Mr. Springer.
The development of international institutions, including the United Nations and the European Community.
Prerequisite: Any Level A course.

[10. **The American Presidency.**]

12. **Advanced Comparative Government.** Fall 1981. Mr. Rensenbrink.

An examination of the theories in comparative politics dealing with political modernization, political change, and revolution. The theories will be applied to actual regimes in Asia, Africa, or Latin America.

Prerequisite: Any Level A course.

13. **Parties, Interest Groups, and Elections in America.** Fall 1981. Mr. Donovan.

Parties and interest groups, their functions in the American system, and their relationships with other political institutions. Also the dynamics of voting behavior and campaign techniques.

Prerequisite: Any Level A course.

14. **The Policy-Making Process.** Fall 1981. Mr. Donovan.

The policy-making process in government with emphasis on executive-legislative relations, the roles of Congress and the presidency, and the basic problem of responsible formulation of public policy in the United States. Recent British experience also considered.

Prerequisite: Any Level A course.

[15. **Advanced International Politics.**]

16. **Development of American Political Thought.** Spring 1982. Mr. Donovan.

American political thought from the seedtime of the Republic through the present. Emphasis on an analysis of major American thinkers from Madison to John Dewey. Concludes with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: Any Level A course, junior- or senior-year standing.

17. **Approaches to Political Science.** Spring 1982. Ms. Tronto.

What approaches to the study of politics are possible, and how are we to decide among them? By focusing on a serious problem in contemporary society (for example, participation in modern democracies), we shall consider the way different approaches to the study of politics (scientific and non-scientific) view and suggest solutions to this problem. Recommended for students considering graduate work in political science and students interested in comparative politics, political theory, and philosophy of social sciences.

Prerequisite: One Level A course, a course in another social science, or consent of the instructor.

[18. **American Foreign Policy: Its Formulation and the Forces Determining Its Direction.**]

19. **Theoretical Foundations and Early Criticism of the Western Industrial State (Hobbes to Marx).** Fall 1981. Ms. Tronto.

A study of works by Locke, Hobbes, Montesquieu, Rousseau, Kant, Burke and/or DeMaistre, Hegel, Saint Simon and/or Comte, and Marx. Selected readings from the contemporary period; choices are made at the discretion of the instructor.

20. **Dialectic and Revolution: The Nineteenth and Twentieth Centuries (Hegel to Mao Tse-tung).** Spring 1982. Mr. Rensenbrink.

A general review of the historical dialectic in Hegel and Marx followed by an analysis of political and philosophical problems explored in selected works by deTocqueville, Nietzche, Weber, Lukacs, Freud, and Marcuse. Course concludes with an analysis of dialectical processes in the thought of Merleau-Ponty and Mao Tse-tung.

Enrollment limited to twenty-four students with consent of the instructor.

23. **African Politics.** Fall 1981. Mr. Potholm.

An examination of the underlying political realities of modern Africa. Emphasis on the sociological, economic, historical, and political phenomena which affect the course of politics on the continent. While no attempt is made to cover each specific country, several broad subjects, such as hierarchical and polyarchical forms of decision-making, are examined in depth. There is a panel discussion with African students and scholars at the end of the course.

Prerequisite: Any Level A course or consent of the instructor.

25. **Political Analysis and the Forces of Change.** Fall 1981. Mr. Potholm.

Study of the process of political development including an analysis of elite groups as crucial variables in the modernization process, models and patterns of political development, dysfunctional factors impeding modernization, and aspects of political stagnation and devolution. A variety of material is used including fiction, nonfiction, and films.

Enrollment limited to fifteen students with written consent of the instructor.

[26. **Middle East Politics.**]

27. **Politics and Policy in South Asia.** Fall 1981. Mr. Kennedy.

An examination of the context and politics of South Asia (India, Pakistan, Sri Lanka, and Bangladesh), in order to approach current policy issues in the subcontinent. Policy issues include: the role of religion in politics, participation and electoral politics, political leader-

ship, the civil services, regionalism, linguistic policy, security policy, nuclear policy, economic and social development, intra-regional conflict and cooperation, and the role of extra-systematic actors.

Prerequisite: Any Level A course.

*30-31. **American Constitutional Law.** Every year. Mr. Morgan.

Constitutional principles in the United States. The case method is used in the presentation of material.

Advanced Seminars

The specific subject matter of each seminar will vary according to the interests of the instructor. The department does not expect to give all, or in some cases any, seminars in a given semester. The seminars are intended to utilize the scholarly interests of members of the department and provide advanced work for selected students who have successfully completed a number of lower-level courses in the field in which they seek to take a seminar.

40. **Advanced Seminar in Political Theory.** Spring 1982. Mr. Rensenbrink.

41. **Advanced Seminar in Comparative Politics.** Spring 1982. Mr. Kennedy.

42. **Advanced Seminar in International Relations.**

Spring 1982. **Conflict Simulation and Conflict Resolution.** Mr. Potholm.

An effort to create international conflict simulation situations in order to determine the options available to decision makers during wartime as well as peacetime. Topics to be covered by student role-playing as well as by lectures and readings. Accent on situation in South Africa.

Prerequisite: Consent of the instructor.

[Regionalism and the Atlantic Community.]

43. **Advanced Seminar in American Politics.**

Spring 1982. **Presidential Leadership and the Politics of Stalemate.** Mr. Donovan.

An examination of presidential leadership since World War II and the changing interpretations of presidential power in the literature of contemporary political science.

Prerequisite: Enrollment limited to 15; consent of instructor required.

[Reforming the Intelligence Agencies.]

*60-61. **Honors Seminar.** Every year. The Department.

200. **Independent Study.** The Department.

History

Professor Whiteside, *Chairman;* Professors Howell, Levine, and Nyhus; Associate Professors Karl and Langlois; Assistant Professors Cardoso and Smith; Mr. Stakeman

Requirements for the Major in History: The departmental offerings are divided into the following fields: Europe to 1715, Europe since 1500, Great Britain, United States, East Asia, Africa, and Latin America. In meeting the field requirements, courses in Europe between 1500 and 1715 may be counted toward early or modern Europe but not toward both of them. At least one field must be in East Asia, Africa, or Latin America. Students may, with departmental approval, define fields which are different from those specified above.

The major consists of eight courses, distributed as follows:

a) A primary field of concentration, selected from the above list, in which four or more courses are taken. One of the courses must be numbered in the 50s, selected with departmental approval, in which a research essay is written.

b) Two supplemental fields, in each of which two courses are taken.

Economics 8 may be counted toward the history major.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Seminar **(History 60, 61).** Its primary requirement is the research and writing of the honors thesis. In addition, the seminar is to provide a forum in which the students, together with the faculty, can discuss their work and the larger historical questions that grow out of it.

With departmental approval a student may offer for credit toward the history major college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. A student who anticipates study away from Bowdoin should discuss with the department, as early in his or her college career as possible, a plan for the history major which includes work at Bowdoin and elsewhere.

The freshman-sophomore seminars listed under **History 3** are not required for the major, but one such seminar may count toward the required eight courses.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history and should have received an honor grade in at least one of them.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Each major should select a departmental adviser. A student should plan, in consultation with his or her adviser, a program that progresses from introductory to advanced levels. The courses numbered in the 50s presuppose a reasonable background understanding. They are open with the consent of the instructor to history majors and other students, normally upperclassmen.

Enrollment in a problems course is limited to fifteen students. Each freshman-sophomore seminar (**History 3**) is limited to twenty. Other history courses are limited to seventy students each.

East Asian Studies Concentration: Majors in history may elect the East Asian Studies Concentration, which consists of the following requirements:

Four courses in East Asian history, including at least one research seminar.

Two courses in a field of history other than East Asian.

Four semesters of Chinese language.

Foreign study for students interested in East Asian studies is highly recommended. Established programs in Hong Kong, Taiwan, Japan, and The People's Republic of China are available. Consult the instructor in East Asian history for information about various programs.

1. **History of Modern Western Civilization.** Fall 1981. Mr. Howell.

   An introduction to modern Western civilization beginning with the evolution of the modern state system and tracing the development of nationalism, secularism, European expansion, and the conflict of ideologies. The course is also designed to be an introduction to the study of history and a series of short papers aims at the analysis of the nature of historical writing and methodology.

Freshman-Sophomore Seminars

The following seminars are introductory in nature. They are designed for freshmen and sophomores who have little background in history generally or in the period and area in which the particular topic falls. Enrollment is limited to twenty students in each seminar.

Objectives are 1) to cover the essential information relating to the topic, together with a reasonable grounding in background information, 2) to illustrate the manner in which historians (as well as those who approach some of the topics from the point of view of other disciplines) have dealt with certain significant questions of historical inquiry, and 3) to train critical and analytical skills.

The seminars are based on extensive reading, class discussion, oral reports, two or three short critical essays, and an examination.

History 3. 1981-1982

Seminar 1. Democracy in America: The Loss of Confidence. Spring 1982. Mr. Whiteside.

An inquiry into the changing perceptions of the promise and the hazards of egalitarian social attitudes and the democratic political process. Readings in Alexis de Tocqueville, Henry and Brooks Adams, John Dewey, Jane Addams, H. L. Mencken, Walter Lippman, Reinhold Niebuhr, Sidney Hook, Samuel P. Huntington, and others. Training in critical reading of texts and in written and oral expression. Each student will write several short essays, present an oral report, and participate in a panel discussion.

Seminar 2. The Poor and Society. Fall 1981. Mr. Levine.

A comparative look at how four Western societies—Germany, Denmark, England, and the United States—have responded to "the poor," what characteristics they perceive in poor people, and how they have conceptually and institutionally dealt with the issues. Readings primarily from legislation and novels. Each week students write one or two pages on the reading. These papers are corrected and commented on but not graded.

Prerequisite: Consent of the instructor.

Seminar 3. The Growth and Decline of Empires. Spring 1982. Mr. Howell.

A comparative study of the process of imperial growth and decline. Case studies will include Rome, the pre-Columbian American civilizations, the Spanish and Portuguese empires of the early modern period, and the British and French empires in the modern era.

Seminar 4. Latin America: The First Tour. Fall 1981. Mr. Cardoso.

A first look into the immensity of the subcontinent, its potential and some aspects of its historical development, guided by the writings of foreign travelers during the colonial period and later by native artists and contemporary foreign and native authors. The course is designed as a reading seminar for freshmen and sophomores who have not previously studied Latin America.

5. Europe in the Middle Ages, 500-1500. Spring 1982. Mr. Nyhus.

A survey covering political and social institutions as well as intellectual and cultural movements. Begins with the end of the Roman Empire but emphasizes the Carolingian period and the High Middle Ages.

6. Europe, 1517-1715: Reformation to Louis XIV. Every other year. Spring 1982. Mr. Karl.

A brief consideration of the Reformation serves as introduction to the

social, political, and intellectual development of continental Europe to the death of Louis XIV. The history is complex, but no prior knowledge is expected.

7. **Europe, 1715-1848: Enlightenment, Revolution, and Napoleon.** Every other year. Fall 1981. Mr. Karl.

A survey of continental European evolution from the death of Louis XIV to the revolutions of 1848, with focus on the French Revolution and its role in European development. No prior knowledge of European history is assumed.

8. **Germany 1860-1945.** Every other year. Spring 1983. Mr. Karl.

After a brief survey of nineteenth-century Germany, the course focuses on the reasons for the rise of National Socialism and the nature of the Nazi dictatorship. No prior knowledge of European history is expected.

[10. **Recent European History, 1848 to the Present.**]

[11. **Renaissance Europe.**]

12. **The Intellectual History of the Renaissance and Reformation.** Spring 1982. Mr. Nyhus.

Investigation of the ideologies of the Renaissance and Reformation in their social settings. Authors from the fourteenth through the fifteenth centuries are studied to determine the ways in which they reflected and shaped their societies. Authors considered include Dante, Petrarch, Marsiglio, Salutati, Machiavelli, Castiglione, Erasmus, More, Luther, Calvin, Rabelais, Montaigne, and Bodin.

Prerequisite: One previous course in history, government, or consent of the instructor.

13. **History of Russia to 1825.** Every other year. Fall 1982. Mr. Karl.

A broad survey beginning with medieval Russia but concentrating on the rise of Muscovy, Peter the Great, and the development of the Autocracy down to the Decembrist revolt.

14. **History of Russia: 1825 to the Present.** Every year. Spring 1982. Mr. Karl.

Begins with the reign of Nicholas I and focuses mainly on the long-term coming, course, and aftermath of the Revolution of 1917. No prior knowledge of European history is expected.

15. **History of England to 1550.** Spring 1982. Mr. Howell.

A survey of the political, cultural, intellectual, social, and economic aspects of English life from pre-Roman times to the Reformation.

16. **History of England from the Sixteenth to the Nineteenth Century.** Fall 1982. Mr. Howell.

A survey of political, cultural, intellectual, social, and economic developments in England from Elizabeth to the death of George III.

17. **History of England from 1800 to the Present.** Spring 1982. Mr. Howell.

A survey of the cultural, intellectual, political, constitutional, social, and economic development of England.

18. **Greece and Rome.** Fall 1981. Mr. Nyhus.

A survey of the political, economic, and social history of the classical world of the West. In addition to standard historical works, the readings include representative samples of historical and literary texts such as Herodotus, Thucydides, Livy, Aeschylus, Sophocles, and Cicero.

19. **The British Empire and Commonwealth.** Every other year. Fall 1982. Mr. Howell.

An introduction to certain continuous themes in British imperial history with an emphasis on the period from 1783 to the present. The course is comparative in approach and from time to time deals with colonies, empires, and policies of other nations than the British in order to provide a general examination of colonialism, imperialism, race, and overseas settlement.

[20. **Topics in Modern British History.**]

21. **Interpretations of American History.** Fall 1981. Mr. Levine.

Consideration of four or five topics from the American Revolution to the present, all related to social change. How historians have disagreed with each other, the nature of historical inquiry, and the relationship between past and present. Readings include Hartz, *The Liberal Tradition in America;* Lowi, *The End of Liberalism;* Hamilton, *Report of the National Bank;* and Collingwood, *The Idea of History*. Students read different works on the same subject and in class discuss what ways the historians agree and disagree with each other, and why.

[22. **The Colonial Experience, 1607-1763.**]

[23. **American Society in the New Nation.**]

[24. **The American Civil War.**]

25. **American Society and Thought, 1865-1917.** Fall 1981. Mr. Whiteside.

The abrupt change in America after 1865; industrialization, immigration, the growth of cities. Social criticism, reform, education, religion. Some attention paid to literature. An effort to identify points of com-

parison and contrast between America and other industrializing countries.

[26. **Foreign Relations of the United States since 1898.**]

27. **The United States since 1945.** Spring 1982. Mr. Levine.

Consideration of social, intellectual, political, and international history. Topics include the cold war; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian or anti-Keynesian economic policies; the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice.

28. **The United States and Asia since 1850.** Spring 1982. Mr. Whiteside.

The American participation in efforts to "open" China and Japan. Economic activity. The missionaries. Diplomatic contacts. The interest in Asia as a factor in the formulation of American foreign policy objectives since the imperialist ventures of the 1890s. The Open Door notes. World War I and its Asian sequel in the 1920s. America and the struggle between Nationalists and Communists in China. Pearl Harbor and World War II. Taiwan and mainland China since 1949. America and Japan since the occupation. Korea. Southeast Asia and the Vietnam conflict. Estimates of future prospects in American-Asian relations.

29. **The Black Jazz Artist in White Society.** Fall 1981. Mr. Stakeman and Mr. Goldstein.

See **Interdepartmental Studies 7,** page 165.

30. **An Introduction to the History of Spanish America.** Fall 1982. Mr. Cardoso.

A survey of the development of the Spanish American nations from the colonial period to the present. Special emphasis given to the transfer of Spanish traditions and institutions to the New World, the role of the church as agent of European civilization, the Encomienda and other labor systems, the rise of militarism, and the nature of United States-Latin American relations since independence.

[31. **History Workshop: Bowdoin in the 1930s.**]

32. **A Political and Social History of Modern Mexico.** Fall 1981. Mr. Cardoso.

An inquiry into the historical development of the Mexican nation from independence to the present. Special emphasis given to the problems of establishing suitable political institutions and promoting social improvement. Concludes with an evaluation of the accomplishments of the Mexican "Revolution" and the nation's outlook for the future.

[33. **Ancient Chinese History.**]

[34. **The Later Chinese Empire 960-1800.**]

35. **Chinese Society in Qing Times.** Fall 1981. Mr. Smith.
An introduction to premodern China, focuses on the Qing (1644-1911), the last imperial dynasty. Discussion of social and human relations and their justifications: how the state was organized, how people dealt with one another and how they explained these things to themselves. Culminates in a day-long simulation of elite society in the eighteenth century, with students taking roles from merchant and local gentry to magistrate and emperor.

36. **Chinese Thought in the Classical Period.** Fall 1981. Mr. Smith.
An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. Lectures provide background in the developments of Chou dynasty society (ca. 1000-222 B.C.), but work takes place in conference discussions of the philosophers' original texts and in a series of related short papers.

[37. **The Communist Revolution in China.**]

38. **Japanese History 1600-1900.** Spring 1982. Mr. Smith.
The era of the Tokugawa shoguns from its founding in 1600 to its decline in the nineteenth century; the emergence of a modern state in response to Western power in the late nineteenth century. Readings from literary, political, and philosophical sources.

[39. **An Introduction to Precolonial Africa.**]

[40. **Colonialism in Africa.**]

41. **Islam in Africa.** Spring 1982. Mr. Stakeman.
Islam has been and continues to be an important force in African history. Starts with the beginnings of Islam on the Arabian peninsula, traces the evolution of Islam in Africa, and ends with Islam in modern Africa. Not a survey, the course introduces several important topics including the Arab conquest of North Africa, the medieval empires of the western Sudan, the influence of Islam in African religions, the role of Islam in long distance trade, the role of women in Islam, Sufi brotherhoods in Africa, Islam and state formation, and the Islamic response to colonialism.

[42. **African Kingdoms.**]

43. **The Political Economy of Southern Africa.** Fall 1981. Mr. Stakeman.
The racial turmoil in southern Africa has been a matter of global

concern for some years. Introduction to the political and economic processes that have shaped black-white relations in the region and examination of the international implications of continued unrest.

[44. Slavery in the Atlantic Community.]

45. **The Historical Background to the Formation of Modern Brazil.** Spring 1982. Mr. Cardoso.

A study of the development of South America's largest country from 1500 to the present. Emphasis given to the Portuguese background, the African contribution to the formation of Brazilian society, the country's experiment with monarchy, industrialization and social change, the impact of the military "revolution" after 1964, and social and economic problems of the 1980s.

Problems Courses

Courses 51 through 59 involve the close investigation of certain aspects of the areas and periods represented. Following a reading in and a critical discussion of representative primary and secondary sources, students develop specialized aspects as research projects, culminating in oral presentations and written essays. Adequate background is assumed, the extent of it depending on whether these courses build upon introductory courses found elsewhere in the history curriculum. Enrollment in these courses requires the consent of the instructor.

51. **Problems in Early European History.**

Fall 1981. **Sex, Family, and Marriage in Medieval and Renaissance Europe.** Mr. Nyhus.

52. **Problems in Modern European History.**

Fall 1981. **Nazi Germany: Why?** Mr. Karl.

53. **Problems in British History.**

Fall 1981. **Britain in the Twentieth Century.** Mr. Howell.

A research seminar on the changing condition of Britain since 1914. Particular emphasis will be devoted to changing conceptions of the role of the state, the process of loss of empire, the Irish problem, stresses within contemporary British society, and the cultural response to changing conditions.

Spring 1982. **The English Revolution.** Mr. Howell.

The English revolution of the seventeenth century with particular attention to conflicting models of the causes and course, the conflict between the search for order and left-wing demands for reform, and the place of the revolution within the context of the European revolutionary tradition.

54. Problems in American History.

Fall 1981. **Regionalism in American History.** Mr. Whiteside.

A study of the American national experience in an effort to determine regional variations in political, social, economic, and intellectual history. New England serves as the primary reference point for the study, with another area selected for comparative study. Although nineteenth-century developments receive background consideration, the developments of the twentieth century are studied more intensively. In 1981 the area selected for special attention is the South. In addition to lectures and readings, a paper on some topic in Southern history is required.

Spring 1982. **The New Deal.** Mr. Levine.

Concentration on domestic policies and programs from 1932 to 1939 with some consideration to what came before and implications for the post-World War II period.

55. Problems in Asian History.

Spring 1982. **The Ming Dynasty.** Mr. Smith.

The society of Ming China (1368-1644), with emphasis on the interrelationships of economy, political life, philosophy, and literature.

56. Problems in Latin American History.

Spring 1982. **"Yankeephobia."** Mr. Cardoso.

Focus on the development of anti-American sentiments in Latin America during the nineteenth and twentieth centuries. Historical developments which have contributed to the genesis and intensification of this phenomenon are analyzed and discussed.

57. Problems in African History.

Spring 1982. **Social Issues in African Literature.** Mr. Stakeman.

During the colonial and post-colonial periods Africa developed an important, innovative, and a varied literature. Like all good literatures, it expresses the concerns of its authors in imaginative and often strikingly beautiful ways. An examination of this literature from the viewpoints of history, sociology, and politics rather than that of literary analysis. Literary criticism as well as plays, poetry, short stories, and novels are read. During the first part of the course discussion of several important topics and themes such as the oral literature tradition in Africa, the role of the writer in African society, the romanticization of the past, the role of women in literature, and the strains of post-colonial society. In the second part of the course exploration of themes, authors, or genres of particular interest through research projects.

[59. History Workshop Problems Seminar.]

60, 61. Honors Seminar. Every year. THE DEPARTMENT.

200. Independent Study. THE DEPARTMENT.

Independent Language Study

The study of languages for which regular course offerings are not available may be undertaken through a program of independent study. This program is available only to students who have a high motivation to pursue guided self-instruction in a language, who have demonstrated a high degree of competence in learning a language, and for whom the language undertaken is particularly relevant to academic or professional goals. The program allows students to begin a language and to achieve a mastery of its basics but does not offer instruction beyond the beginning level. Students who wish to go beyond this level are advised to seek more advanced instruction elsewhere during summer sessions or through exchange programs.

Responsibility for the Independent Language Study Program rests with the chairmen of the Departments of German, Romance Languages, and Russian for the language which falls into the families of Germanic, Romance, or Slavic languages respectively. Languages outside these categories may be arranged if a faculty member in any department can be found willing to accept responsibility under the criteria here outlined. Interested students who meet the criteria should consult the appropriate faculty member as early as possible prior to the semester in which the study of the language is to begin.

Interdepartmental Majors

A student may with the approval of the departments concerned and the Recording Committee design an interdepartmental major to meet an individual, cultural, or professional objective.

Bowdoin has six interdepartmental major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. They are in art history and archaeology, art history and religion, biochemistry, geology and physics, mathematics and economics, and psychobiology. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements:

1) **Art 1, 8, 12,** and **48; Archaeology 1** through **5.**

2) Any two art courses numbered 9 through 47.

3) One of the following: **Classics 9, 200** (Independent Study in Ancient History); **History 5; Philosophy 11; Religion 31.**

4) Either **Art 200** or **Classics 200** (Independent Study in Archaeology).

Art History and Religion

Requirements:

1) **Art 1, 48; Religion 1, 200.**

2) Option A or B.

Option A: **Art 9** and **12, Religion 31,** and any one of the following: **Religion 21** through **25.**

Option B: **Art 21** and **22, Religion 32,** and any one of the following: **Religion 21** through **25.**

3) One other art history course from the option group not chosen above or **Art 10.**

4) Two electives in religion, one of which must be **Religion 15, 16,** or **17.**

5) One art course numbered 42-47.

Philosophy 9 is strongly recommended for the junior or senior year.

Biochemistry

Requirements:

1) **Biology 44; Chemistry 15, 16, 25, 26, 35; Mathematics 11, 12; Physics 17.**

2) Six semester courses from the following: **Biology 34, 41, 43, 45, 47, 49, 50, 200; Chemistry 22, 36, 38, 44, 46, 200; Physics 23, 26, 27, 28, 200.** Students electing **Biology 15, 16** need take only five additional elective courses.

Students may count as electives up to two semesters of the 200 courses, and they may petition the Committee on Biochemistry to be allowed to substitute other science courses for electives.

Geology and Physics

Requirements:

1) **Chemistry 15, 16; Geology 11, 12, 22, 23; Mathematics 11, 12; Physics 17, 23, 27.**

2) Either **Physics 20** or **30.**

3) Two additional courses in geology and/or physics.

Mathematics and Economics

Requirements:

1) Seven or eight courses in mathematics as follows: **Mathematics 13;** either **21** and **5,** or **26; 27; 28; 30; 37;** either **22** or **32.**

2) Seven courses in economics as follows: **Economics 1, 2, 5, 6, 16,** and two electives numbered 7 or above. One elective may be an independent study in an appropriate topic.

Psychobiology

Requirements:

1) **Psychology 1, 9, 11,** and **12; Biology 15, 38.**

2) Either **Psychology 13** or **20.**

3) Three of the following: **Biology 23, 26, 34, 36, 39, 42, 44,** and **47.**

For students planning a career or advanced study in psychology, physiology, anatomy, biochemistry, neuroscience, etc., leading to an M.A. or Ph.D. or combined Ph.D./M.D. degree, the following additional courses are recommended: **Chemistry 15, 16, 25, 26; Mathematics 11; Physics 17, 26; Psychology 4, 7.**

Students are also urged to consider taking one or more of the following: **Philosophy 1, 25, 27; Sociology 5.**

Interdepartmental Studies

Interdepartmental studies offer students an opportunity to consider topics of interest to several departments from their disciplinary perspectives. Inquiries about the relation of these courses to a major program should be addressed to the appropriate department.

7. The Black Jazz Artist in White Society. Fall 1981. Mr. Goldstein (Music) and Mr. Stakeman (History).

Black musicians are one of the most discriminated against subgroups in United States culture yet one of the most expressive elements of the black community. Studies black musical artists to offer a unique entry into the study of the black experience in the United States. By combining ethnohistory and ethnomusicology, examines how black musical artists have expressed and reflected the social changes which have affected black people in the twentieth century. Topics include artists in American society, black rural life, black migration, the formation of black communities, the Harlem Renaissance, black life during the Great Depression, black participation in World War II, the civil rights movement, and black nationalism. Focus on musicians and musical forms which reflect those events: rural and urban blues, Jelly Roll Morton, Louis Armstrong, Bessie Smith, Duke Ellington, Billie Holliday, Charlie Parker, and John Coltrane. Students read historical materials, first-hand accounts, biographies and autobiographies, and listen to recordings.

9. Giuseppe Verdi. Fall 1981. Mr. Beckwith (Music) and Mr. Cerf (German).

A study of the artistic development of Giuseppe Verdi as Italy's greatest nineteenth-century operatic composer. A chronological over-

view, spanning thirty-five years, through analyzing four major works from a musical and a dramatic perspective: *Rigoletto* (1851), *La Traviata* (1853), *Don Carlos* (1867), and *Otello* (1887).

Mathematics

Professor Johnson, *Chairman;* Professors Chittim, Grobe, and Ward; Associate Professor Barker; Assistant Professors Fisk, Mann, and Rosen; Lecturer Curtis

Requirements for the Major in Mathematics: The major consists of a coherent program of courses, reviewed and approved by the department on an individual basis. When the major is declared, a proposed major program is submitted for departmental approval. This program may be changed later, but departmental approval is required and coherence must be maintained.

A major program must include 1) at least eight courses numbered above 20 and 2) **Mathematics 32** or **35** or a mathematics course numbered in the 40s. Basic courses in both algebra (e.g., **Mathematics 21** or **35**), and analysis (e.g., **Mathematics 22** or **32**) are strongly recommended for all mathematics majors. In addition, majors are encouraged to complete at least one of the following course sequences in order to explore a major area in some depth: algebra **(Mathematics 21, 35, 42)**, analysis **(Mathematics 32, 44, 45)**, applied mathematics **(Mathematics 28, 29, 41)**, probability and statistics **(Mathematics 27, 37, 47)**, topology **(Mathematics 32, 39, 40)**.

A major program should include both courses in which the emphasis is primarily theoretical and courses in which applications are stressed. In exceptional circumstances, a quantitative course from another department may be substituted for one of the eight mathematics courses, but such substitutions must be approved in advance by the department.

An exceptional major who demonstrates that he or she is capable of intensive advanced work is encouraged to undertake an independent study project. Such a project is devoted to the study of a topic which is of particular interest and importance to the student. With departmental approval, such an independent study project counts toward the major requirement.

Interdepartmental Major: The department participates in an interdepartmental program in mathematics and economics. See page 164.

Listed below are some of the courses recommended to students contemplating various careers in mathematics.

For secondary-school teaching: **Mathematics 21, 25, 5** or **26, 27, 31, 32, 33, 35, 36.**

For graduate study: **Mathematics 21, 22, 32, 34, 35, 39,** and at least one course numbered in the 40s.

For engineering, operations research, and applied mathematics: **Mathematics 22, 24, 26, 27, 28, 29, 30, 31, 34, 37, 41, 47.**

For mathematical economics and econometrics: **Mathematics 21, 22** or **32, 24, 26, 27, 30, 31, 37, 47,** and **Economics 16.**

For computer science: **Mathematics 5, 21, 24, 26, 27, 30, 31, 35, 36, 37.**

2. Topics in Mathematics. Every spring. Spring 1982. Mr. Johnson. Spring 1983. Mr. Mann.

This course is designed for students not planning to take other mathematics courses but who wish to learn something about the spirit of modern mathematics. Emphasis on the history and origins of certain mathematical problems, the development of the ideas, language, and symbolism needed to deal with those problems, and the ramifications and applications of the theory to current quantitative problems in a variety of disciplines. Topics for spring 1982 are strategies for games (optimization), integer solutions to equations (number theory), probability theory, and computing and computers.

5. Introduction to Computing. Every semester. Fall 1981 and spring 1982. Mr. Rosen. Fall 1982. Mr. Curtis.

An introduction to algorithms, computer programming, and computer systems using the Fortran language as a vehicle for understanding basic concepts and the solution of problems. Fundamental computer algorithms, both numeric and nonnumeric, from various disciplines are introduced and programmed. The organization of the DECSystem-1091 time-sharing computer is discussed including such topics as the time-sharing monitor, compilers, the loader, the text editor, the file system, and data representation. Principles of structured programming are emphasized including top-down design, modularity, generality, flow charting, and documentation. There is a final programming project in a field of the student's interest. Limited to sixty students.

10. Introduction to College Mathematics. Every fall. Fall 1981. Mr. Johnson. Fall 1982. Mr. Ward.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, followed by **Mathematics 11,** is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

11. Differential and Integral Calculus I. Every semester. The Department.

An introduction to limits; the derivatives of rational functions and roots of rational functions; the chain rule; the derivatives of the trigonometric functions; applications of the derivative to curve sketching;

the Mean Value Theorem; integration of algebraic functions; areas between curves.

Mathematics 11 may be taken as a lecture course or on a self-paced basis in the fall semester, but only on a self-paced basis in the spring semester. The lecture course meets four hours each week.

Open to students whose secondary school background has included at least three years of mathematics.

12. Differential and Integral Calculus II. Every semester. THE DEPARTMENT.

Techniques of integration; the logarithmic and exponential functions; the inverse trigonometric functions; applications of the integral; improper integrals; series, including Taylor's theorem and differentiation and integration of power series.

Mathematics 12 may be taken as a lecture course or on a self-paced basis. The lecture course meets four hours each week.

Prerequisite: **Mathematics 11** or equivalent.

13. Multivariate Calculus with Linear Algebra. Every semester. THE DEPARTMENT.

Multivariate calculus in two and three dimensions, and an introduction to linear algebra. The calculus topics include: vector geometry and the calculus of curves; differentiation; the partial derivatives of real-valued functions, the gradient, directional derivatives, approximations using the tangent plane, and applications to extremal problems; multiple integration in two and three dimensions. The linear algebra topics include: an introduction to vector spaces, with an emphasis on R^n, and the concept of dimension. Matrix algebra and Gaussian elimination are covered as time permits. Applications from the physical and the social sciences are discussed as time permits.

Mathematics 13 may be taken as a lecture course or on a self-paced basis. The lecture course meets four hours each week.

Prerequisite: **Mathematics 12** or equivalent.

14. Elementary Probability and Statistics. Every spring. Spring 1982. MR. MANN. Spring 1983. MR. WARD.

Course material is divided between probability and statistics. Probability topics may include basic axioms, combinatorics, conditional probability, independence, discrete and continuous random variables, mean, variance, and expected value. Topics in statistics may include descriptive statistics, random samples, sample mean, sample variance, point estimates, confidence intervals, and hypothesis testing.

Prerequisite: **Mathematics 10** or **11**, equivalent, or consent of the instructor.

21. **Vector Geometry and Linear Algebra.** Every spring. Spring 1982. Mr. Chittim. Spring 1983. Mr. Ward.

Vectors, matrices, vector spaces, linear transformations, inner and cross products, eigenvalues, applications to systems of linear equations.

Prerequisite: Mathematics 13 or consent of the instructor.

22. **Calculus of Vector Functions.** Every fall. Fall 1981. Mr. Mann.

The basic concepts of multivariate and vector calculus. Topics include continuity; the derivative as best affine approximation; the chain rule; Taylor's Theorem and applications to optimization; Lagrange multipliers; multiple integration and change of variables; line and surface integration; gradient, divergence and curl; conservative and solenoidal vector fields; theorems of Green, Gauss, and Stokes. Applications from economics and the physical sciences are discussed as time permits.

Prerequisite: Mathematics 13.

24. **Nonnumeric Algorithms.** Every other spring. Spring 1983. Mr. Fisk.

The mathematical theory of nonnumeric algorithms. Sorting and searching, expected time and storage of algorithms, graph theory algorithms, and combinatorial algorithms. Students are required to program and run short computer programs. There will be an extra hour of class a week to present the fundamentals of extended Fortran.

Prerequisite: Mathematics 13 and some exposure to computer programming in Fortran. Mathematics 5 is helpful but not necessary.

25. **Number Theory.** Every other spring. Spring 1983. Mr. Johnson.

A standard course in elementary number theory, which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

26. **Numerical Analysis.** Every spring. Spring 1982. Mr. Curtis. Spring 1983. Mr. Rosen.

An introduction to the computational techniques required in the numerical solution of mathematical problems. Topics include: the solution of linear and nonlinear simultaneous equations, polynomial approximation, matrix inversion, numerical integration, and solutions of systems of first-order differential equations.

The students are required to develop and run programs on Bowdoin's

DECSystem 1091 computer. In order to present the fundamentals of FORTRAN programming, an extra hour per week of instruction may be scheduled. No previous exposure to computer programming is assumed.

Prerequisite: **Mathematics 13, 21,** or consent of the instructor.

27. **Probability.** Every fall. Fall 1981. MR. MANN.

A detailed course in basic probability. Topics include probability spaces, combinatorial models, conditional probability and independence, random variables, binomial distribution, normal distribution, joint distributions, and expected value.

Prerequisite: **Mathematics 12** or consent of the instructor.

28. **Methods of Applied Mathematics I.** Every year in alternate semesters. Fall 1981. MR. ROSEN. Spring 1983. MR. GROBE.

Mathematical techniques used in the formulation and analysis of problems arising in the physical, biological, and social sciences. Emphasis is placed upon the rigorous development of the methods discussed as well as their application. Topics include difference equations, first order differential equations, second and higher order linear equations, series solutions, and Laplace transform methods.

Prerequisite: **Mathematics 13** or concurrent registration in **13.**

29. **Methods of Applied Mathematics II.** Every other spring. Spring 1982. MR. ROSEN.

A continuation of **Mathematics 28.** Topics include application of linear algebra to the solution of systems of first order linear differential equations, numerical methods with computing (including instruction in FORTRAN programming and the DECSystem-1091), non-linear differential equations and stability theory, and introduction to partial differential equations and Fourier series. Boundary value problems are discussed as time permits.

Prerequisite: **Mathematics 28** (or **31** in previous years).

30. **Linear Programming and Optimization.** Every other fall. Fall 1982. MR. FISK.

A survey of some of the mathematical techniques for optimizing various quantities, many of which arise naturally in economics and, more generally, in competitive situations. Production problems, resource allocation problems, transportation problems, and the theory of network flows. Game theory and strategies for matrix games. The emphasis is on convex and linear programming methods, but other nonlinear optimization techniques are presented. The course includes computer demonstrations of many of the techniques that are discussed.

Prerequisite: **Mathematics 13.**

31. **Combinatorics and Graph Theory.** Every other spring. Spring 1982. Mr. Fisk.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, and partially ordered sets. Applications are chosen from Latin squares, designs, coloring theory, and graph algorithms.

Prerequisite: **Mathematics 12.**

32. **Introduction to Analysis and Topology.** Every spring. Spring 1982. Mr. Grobe.

An introduction to the theory of functions of one real variable. A major goal is the rigorous development of the foundations of calculus. Topics include the completeness and topological properties of the real numbers, metric spaces, sequences, continuity, uniform continuity, differentiability, and Riemann integration. Additional topics may be chosen from the following: series convergence, uniform convergence, Taylor series, and properties of transcendental functions. The course also serves as an introduction to rigorous mathematical proof.

Prerequisite: **Mathematics 12.**

33. **Geometry.** Every other spring. Spring 1983. Mr. Chittim.

Primarily a course in advanced analytic geometry of two and three dimensions. Analysis of plane curves. Cross-ratio; poles, polars, and diameters of conics. Formal reduction of the second-degree equations of curves and surfaces using matrix algebra. Homothetic and Moebius transformations; the Euler Line and related triangle properties. Theorems of Menelaus, Ceva, Desargues, and Pascal.

Prerequisite: **Mathematics 13** or **21.**

34. **Functions of a Complex Variable.** Every fall. Fall 1981. Mr. Chittim. Fall 1982. Mr. Grobe.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, and the residue calculus, harmonic functions and conformal mapping.

Prerequisite: **Mathematics 13, 22,** or consent of the instructor.

35. **Introduction to Algebraic Structures.** Every fall. Fall 1981. Mr. Johnson. Fall 1982. Mr. Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general, abstract systems which satisfy certain arithmetic axioms. Properties of mappings which preserve algebraic structure.

Prerequisite: **Mathematics 21.**

36. **Topics in Set Theory and the Foundations of Mathematics.** Every other spring. Spring 1982. Mr. Johnson.

One or more topics selected from the general area of set theory, logic, and the foundations of mathematics. Recent courses have dealt with logic and computability theory, countability and diagonalization, Turing machines and various kinds of computability, recursive functions, Hilbert's Tenth Problem, undecidability and incompleteness.

Prerequisite: At least two years of college mathematics or consent of the instructor.

37. **Statistics.** Every spring. Spring 1982. Mr. Mann.

An introduction to the fundamentals of mathematical statistics. The theory of random variables, including density functions, distribution functions, and moment generating functions. The standard distributions: binomial, Poisson, normal, gamma, χ^2, t, and F. Point estimates, confidence intervals, and hypothesis testing. Additional topics, as time allows, are chosen from regression analysis, nonparametric techniques, and analysis of variance.

Prerequisite: **Mathematics 13** and **27.**

39. **Topology.** Every other fall. Fall 1982. Mr. Mann.

An introduction to the basic ideas of point-set topology, centering around the notion of a topological space and a continuous function. Topics include open sets and neighborhoods, subspaces, closure, compactness, connectedness, separation and countability axioms, continuity, and metric spaces. The geometric emphasis is made more explicit by including some topics from the following: classification of surfaces, the fundamental group and covering spaces, and vector fields and fixed points.

Prerequisite: **Mathematics 32** or consent of the instructor.

40. **Topics in Topology.** Spring 1983. Mr. Mann.

One or two directions in topology are pursued with a fair degree of thoroughness. Topics may be chosen from the following: combinatorial topology, homotopy theory, lifting and extension problems, duality theorem, Jordan Curve theorem, geometric integration theory, differential topology, winding numbers, vector fields and fixed points, Euler characteristic, and topological groups.

Prerequisite: **Mathematics 32, 39,** or consent of the instructor.

41. **Advanced Topics in Applied Analysis.** Fall 1982. Mr. Rosen.

One or more selected topics in applied analysis. Material will be selected from the following: partial differential equations, functional

differential equations, the calculus of variations, and control theory.
Prerequisite: **Mathematics 29.**

42. Advanced Topics in Algebra. Spring 1984.
One or more specialized topics from abstract algebra and its applications.
Prerequisite: **Mathematics 35,** or **Mathematics 21** and consent of the instructor.

44. Advanced Topics in Analysis I. Fall 1981. Mr. Barker.
An introduction to the basic concepts and methods of functional analysis and its applications. Linear operators on normed spaces, Banach spaces, and Hilbert spaces. Contraction mappings and applications to differential and integral equations.
Prerequisite: **Mathematics 32.**

45. Advanced Topics in Analysis II. Spring 1982. Mr. Barker.
A continuation of **Mathematics 44.** Compact linear operators and the spectral theory of self-adjoint linear operators, with applications to the formalism of quantum mechanics as time permits.
Prerequisite: **Mathematics 44.**

47. Topics in Probability and Statistics. Fall 1981. Mr. Fisk.
One or more specialized topics from probability and statistics. The topic for 1981 will be multivariate analysis. Topics in statistics may include non-parametric statistics, sampling theory, and experimental design. Topics in applied probability theory may include queuing and inventory theory, reliability mathematics, and Monte Carlo techniques.
Prerequisite: **Mathematics 37** or consent of the instructor.

200. Independent Study. The Department.

Music

Professor Schwartz, *Chairman;* Professor Beckwith;
Assistant Professors Barndt-Webb and Goldstein

Requirements for the Major in Music: Music 10 or its equivalent is required but does not count in the eleven courses required for the major. Prospective majors who cannot waive Music 10 by examination are urged to take it in their freshman year.

The required courses are **Music 11, 12;** four courses chosen from **Music 21-26; Music 32; Music 41;** and three semester courses chosen with the approval of the department. Either **Music 3** or **Music 5** but not both may be

included. Students planning to take graduate degrees in music should complete the theory sequence through **Music 14** and demonstrate facility at the keyboard. Any student planning to major in music should take **Music 11, 12** by the sophomore year if possible.

The departmental offerings and the requirements for the major in music are so designed that a very broad course of study is possible, well within the liberal arts tradition. It is also possible to follow more specialized programs, with emphasis on theory, history or applied music, if further professional study is contemplated.

All students majoring in music are expected to participate in at least one performing ensemble which rehearses weekly.

1. **Introduction to Music.** Every fall. Ms. Barndt-Webb and Mr. Schwartz.
   For students with little or no previous training in music. Ability to read music or play an instrument is not necessary. The essentials of music—sound and time—are studied as they have been used in different periods and in the context of musical forms. Listening materials are drawn from a variety of sources: early Western music, Western music from the baroque through romantic eras, and twentieth-century music.

2. **World Musics.** Spring 1983.
   An introduction to the folk and traditional music of various cultures and oriented toward the nonmusic major who desires a broad overview. Focus is on musical examples which demonstrate the nature of music, the aesthetic concepts associated with it, its uses and functions, and the range of styles and genres which are characteristic of the world's peoples. Previous musical training is not required.

3. **Contemporary Music.** Fall 1981. Mr. Schwartz.
   A survey of music beginning with the late nineteenth century (Wagner, Mahler) and continuing to the present avant-garde. Impressionism, the 12-tone school, the neoclassic movement, and recent developments in electronic, serial, "chance," and collage techniques will be discussed. Special attention devoted to Stravinsky, Schoenberg, Ives, and Cage. Ability to read music is not necessary.

4. **Introduction to Ethnomusicology.** Spring 1982. Mr. Goldstein.
   Focus on the development of an understanding of the field of ethnomusicology in terms of its orientation and terminology, representative literature and scholars, research methods and techniques, and fields of study (i.e., geographic areas, processes, and genres). The interdisciplinary nature of research in ethnomusicology also requires exploration of collateral disciplines such as anthropology, sociology, and psychology. Some emphasis is placed on the development of each student's listening skills.

5. **Electronic Music.** Fall 1982. Mr. Schwartz.

A study of compositional procedures using electronic means and the history and literature of electronic music since 1950. Students will work in the electronic music studio and create their own compositions, using "classic" tape-collage techniques as well as synthesizers. Enrollment is limited to fifteen students.

7. **Studies in Music Literature: The Black Jazz Artist in White Society.** Fall 1981. Mr. Goldstein and Mr. Stakeman.

See **Interdepartmental Studies 7**, page 165.

8. **Studies in Music Literature: American Music.** Spring 1982. Ms. Barndt-Webb.

A chronological study of the role of music in America, historically and socially, from precolonial times through the early twentieth century. Course includes class participation, performance (for those with performing experience), field trips, and research utilizing primary sources. Ability to read music is not necessary.

9. **Giuseppe Verdi.** Fall 1981. Mr. Beckwith and Mr. Cerf.

See **Interdepartmental Studies 9**, pages 165-166.

10. **Introduction to the Structure of Music.** Every spring. The Department.

For students with little or no previous training in music. A study of the organizational principles inherent in various pitch systems (scales, modes) and rhythmic systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, basic harmonic motion, and simpler forms will be introduced. Aural dictation, keyboard application, and development of fluency in notation are stressed.

The sequence **Music 1, 10** is recommended for the student desiring a broad, comprehensive introduction to the field of music.

11, 12. **Elementary Materials of Music.** Every year. Mr. Beckwith.

Elementary harmony, ear training, and analysis, primarily of eighteenth- and nineteenth-century music. Some composition in free style, as well as an elementary study of different approaches to musical organization from 1600 to the present. Chromatic harmony is stressed in **Music 12.** There are three class hours plus two laboratory hours weekly.

Prerequisite: **Music 10** or equivalent.

14. **Advanced Materials of Music.** Spring 1982.

A continuation of **Music 11, 12** with the addition of counterpoint and strict composition in the styles of the Renaissance and baroque periods. There are three class hours plus two laboratory hours weekly.

Prerequisite: **Music 11, 12** or equivalent.

Music History, Literature, and Analysis

Courses 21 through 26 are studies of music literature from the viewpoint of historical development and the analysis of style and form. Intended primarily for majors in music, they need not be taken in chronological order.

Prerequisite: **Music 11, 12** (previous or concurrent) or consent of the instructor.

21. **Early—Medieval (up to c. 1450).** Fall 1983.

22. **Renaissance (1450-1600).** Fall 1981. Ms. Barndt-Webb.

23. **Baroque and Preclassic (1600-1750).** Fall 1982.

24. **Classic (1750-1827).** Spring 1984. Mr. Beckwith.

25. **Romantic (nineteenth century through World War I).** Spring 1982. Mr. Schwartz.

26. **Twentieth Century (post World War I).** Spring 1983.

28. **Performance Practice.** Spring 1983.
The study of medieval, Renaissance, and baroque music through performance on replicas of the instruments of the time. The course work includes research into various historical and stylistic problems as well as the study of instrumental development and performance techniques. There is a public performance and demonstration at the end of the semester.
Prerequisite: **Music 21** or equivalent, and consent of the instructor.

31. **Orchestration.** Fall 1982. Mr. Schwartz.
Transcription, arrangement, and free composition for ensembles of stringed, woodwind, and brass instruments, voice(s) and piano, the primary aim being that of effective instrumentation. Intensive study of orchestral and chamber scores, drawn from the music literature.
Prerequisite: **Music 11, 12** or equivalent.

32. **Analytical Techniques.** Every spring.
Melodic, harmonic, rhythmic, textural, and dynamic analytical techniques studied as abstract tools and also in application. The objective is to provide the technical equipment necessary for the advanced music student to handle technical study of music from all periods.
Prerequisite: **Music 11, 12** or consent of the instructor.

33. **Composition.** Fall 1981. Mr. Schwartz.
Free composition for the ensemble combinations cited previously in **Music 31,** with the emphasis upon creative work in the more traditional

forms (rondo, variation, sonata-allegro) and a variety of experimental techniques.

Prerequisite: **Music 11, 12** or equivalent.

41. Advanced Topics in Music Literature. Every fall. Fall 1981. Mr. Beckwith.

The study of a particular composer, genre, body of literature or historical period in depth. Course work includes historical research and analysis of scores with the possibility of student performance projects related to the subject. Topics change each semester. Works to be studied will be chosen in consultation with the students.

Prerequisite: **Music 21, 22, 23, 24, 25, 26,** or consent of the instructor.

Applied Music and Ensemble

Not more than six credits of applied music and ensemble courses together may be taken for graduation credit. For administrative purposes applied music and ensemble study will bear one of the course numbers 51, 52, . . . 58; 61, 62, . . . 68, depending on the number of semesters of such work the individual student has taken.

Instructors: Julia Adams (viola), Naydene Bowder (piano), Lance Brown (jazz guitar), Keith Carreiro (classical guitar), Robert Charest (jazz piano), Ben Clinesmith (cello), Judith Cornell (voice), William Eves (piano), William Gaudet (trumpet), Richard L. Gordon (clarinet), Joseph LaFlamme (saxophone), George Rubino (string bass), Margaret Shakespeare (violin), Elizabeth Sollenberger (organ), David Whiteside (flute).

51-58. Applied Music. Every year.

The following provisions govern applied music:

1. Necessary for admission are two courses from the following: **Music 1, 2, 3, 4, 7, 8, 10, 11,** and **12.** These may be taken concurrently with the first two semesters of applied music **(Music 51, 52).**

2. Applied music courses are intended for the continued study of an instrument with which the student is already familiar. Students may enroll only with the consent of the department. Students should plan to take at least two semesters because study on an instrument for less than two semesters is normally not sufficient for a meaningful educational or musical experience.

Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

At the end of the first year each student is critically reviewed by members of the department. Permission to continue is granted on the basis of seriousness of intent, attendance, rate of progress, etc.

At the end of the fourth semester each student is again reviewed

critically. Only exceptional students are granted permission to continue beyond this point. Musicianship, talent, and general stage of development are the important factors. The same applies to the end of the sixth semester. At the end of the sixth and eighth semesters a student is expected to present a formal public recital of at least forty-five minutes duration.

During the first four semesters a student is expected to perform in public with reasonable frequency. The student may be called upon to play for the music faculty from time to time.

3. Half credit is granted for each semester of study.

4. The student pays a fee of $110.00 for each semester of study. In some cases the student may have to travel off campus to receive instruction. Instruction is offered as available on orchestral and chamber instruments for which a significant body of written literature exists. Normally, instruction is available in flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, violin, viola, cello, harpsichord, organ, piano, guitar, and voice.

61-68. Ensemble. Every year.

The following provisions govern ensemble:

1. Ensemble music courses are intended to provide a student with experience in group music making. Students are admitted to an ensemble class only with the consent of the department and, for those enrolled in chamber ensembles, upon the formation of a specific chamber group.

2. Half credit is granted for each semester of study.

3. Ensembles will include at least the following: Section 1, Chamber Choir; section 2, Chamber Ensembles, both vocal and instrumental; section 3, Contemporary Improvisation Ensemble.

4. Grade will be credit or fail. For chamber ensembles all courses should be considered semester courses.

5. Ensembles meet regularly for a minimum of two hours weekly. Chamber ensembles are offered only as instruction is available.

6. Each ensemble will perform in public.

200. Independent Study. The Department.

1981 Summer School of Music

Robert K. Beckwith, *Coordinator;* Happy R. Dunn, *Administrator;* Lewis Kaplan, *Music Director* (violin, conducting); Peter Basquin (piano); Fiorella Canin (piano); Martin Canin (piano); Fredric T. Cohen (oboe); Paul Doktor (viola); Mauricio Fuks (violin); Sidney Harth (violin); Jennifer Langham ('cello); Heidi Lehwalder (harp); Philip Meyer (horn); Nathaniel Rosen ('cello); Peter J. Schoenback (bassoon);

Eleonore Schoenfeld ('cello); Russell Sherman (piano); David Singer (clarinet); Robert Stallman (flute); Janos Starker ('cello).

The curriculum is designed to develop the musicianship, technique, and sense of style of young preprofessional instrumentalists. The program consists of an individually designed schedule of private instruction, chamber ensemble coaching and rehearsals, master classes, and performances at the student recitals.

Instrumental students devote proportionally more time to their individual studies, while chamber music students devote proportionally more of their time to ensemble work and do not receive as much private instruction.

Upon request, credit, equivalent to one semester course, is granted.

Philosophy

Associate Professor Corish, *Chairman;* Professors McGee and Pols

Requirements for the Major in Philosophy: The major consists of at least six courses, which must include **Philosophy 11** and **12;** at least two from the group numbered in the twenties; and at least two from the group numbered in the thirties.

Philosophy 1
Freshman-Sophomore Seminars

Enrollment is limited to twenty for each seminar; freshmen are given first priority for the available places; sophomores are given second priority; if there are any remaining places upperclassmen may be admitted with consent of the instructor.

Topics change from time to time but are restricted in scope and make no pretense at being an introduction to the whole field of philosophy. They are in all cases topics in which contemporary debate is lively and as yet unsettled and to which contributions are being made by more than one field of learning.

Seminar 1. Mind and Body. Spring 1983. Mr. Pols.

An examination of the contemporary controversy about the nature of the mind. Materialistic, behavioristic, and other "reductionistic" claims that intelligence can be understood in terms of neural physiology and "intelligent" machines (computers and similar automatons) are contrasted with claims that consciousness plays an indispensable role in human intelligence and cannot be exhaustively understood in terms of the machine image. Scientific and philosophical arguments on both sides of the question are examined, and the relevance of the controversy to the current cultural crisis is brought out.

Seminar 2. **Free Will.** Fall 1981. Mr. Pols. Fall 1982. Mr. Corish.

An examination of the question whether or not we have what has traditionally been called free will. Are our actions free, or at least partly free; or are they wholly caused, or determined, in some sense that makes the notion of freedom inappropriate in descriptions of actions? Today the question is often dealt with in terms of the related concept of moral responsibility. Are we really responsible agents as our tradition tells us we are? This question then leads to a number of others. What do we mean when we say that people are responsible for their actions? Are the concepts of moral and legal responsibility of permanent human importance, or should they be replaced by concepts that are more suited to certain contemporary deterministic views of human nature? What role does reasoning play in human action? Can reasoning be understood in deterministic terms? Readings in contemporary and older materials are used as the basis for the seminar discussions.

Seminar 3. **What Is Humanism?** Fall 1981 and fall 1982. Mr. McGee.

A discussion of human nature and of the human situation as these are displayed in literary and philosophic works in a tradition at the center of Western culture. Texts include some of the following works: Aeschylus, *Prometheus Bound, Oresteia;* Sophocles, *Antigone;* Plato, "The Death of Socrates," *Republic;* Aristotle, *Ethics, Politics;* Cicero, *On Duties;* Castiglione, *The Courtier;* Swift, *Gulliver's Travels;* Johnson, *Rasselas;* Kolakowski, *Toward a Marxist Humanism.*

6. **Literature As Philosophy.** Fall 1982 and fall 1984. Mr. McGee.

After a presentation of the explicitly philosophical background of the literary works to be studied, the philosophic life-attitudes expressed in them are examined to determine their adequacy as philosophy and their relevance to conduct. The literature varies from time to time but always includes one major contemporary work and one major older work.

7. **Logic and the Limits of Language.** Spring 1982 and spring 1984. Mr. McGee.

Recognition of principles implicit in ordinary English is achieved through individual practice in searching for meanings and estimating evidence, in distinguishing demonstration from mere assertion and plausible persuasion, in constructing valid arguments and trying to follow the ways of paradox, in testing differences between expressions of experience and claims to knowledge. This practice goes beyond the performance of exercises set for the course to a kind of field-work in ordinary language, each student analyzing and evaluating examples of discourse collected from a variety of outside sources.

9. **Philosophy of Art.** Fall 1981. Mr. Pols.

A comparative study of the nature of meaning in poetry, music, and the visual arts. The course focuses on selected major works in these three fields, and in this concrete setting the relations between meaning and the expressive and productive (or creative) aspects of art are explored.

11. **Major Philosophers of the West: Beginnings to Christianity.** Fall 1981 and fall 1982. Mr. Corish.

The sources and prototypes of Western thought. Concentration on Plato and Aristotle, but some attention is given to the pre-Socratic philosophers who influenced them and to the Stoics and Epicureans. Medieval philosophy is more briefly considered, to show the interaction of Christianity and Greek thought.

12. **Major Philosophers of the West: Renaissance to Idealism.** Spring 1982. Mr. Pols. Spring 1983. Mr. McGee.

Some attention is given to the philosophic grounds of the scientific revolution and to the intellectual and moral response the new scientific view of the world evoked from the philosophers. Reading in five or six of the following: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

Prerequisite: **Philosophy 11.**

20. **Major Philosophers of the West: The Nineteenth Century.** Fall 1982 and fall 1983. Mr. Pols.

A study of tendencies in the nineteenth century that have had an important influence on contemporary thought: the situation of philosophy after Kant; the development of idealism through Fichte, Schelling, and Hegel; the decline and fall of reason from Hegel to Schopenhauer and Kierkegaard; dialectical materialism, utilitarianism, and the origins of positivism.

Prerequisite: **Philosophy 11** and **12.**

21. **Ethics.** Spring 1983 and spring 1985. Mr. Corish.

Various types of answers to the questions What is right for me to do?, What ought to be done?, and What is the good for man? are traced to their philosophic bases in historical and contemporary sources. The justification these bases provide is critically discussed and some possible meanings of statements used to answer questions in morals are made explicit and compared.

Prerequisite: **Philosophy 11** and **12,** or consent of the instructor.

22. **Philosophy of Education: Discipline and Innovation.** Spring 1983. Mr. Corish.

A study of college-level education in terms of discipline and innova-

tive thought. Taking study-examples from the sciences, answers will be sought to such questions as What is a discipline?, What is innovation or creativity?, Are innovation and discipline opposed?, Is college education, in intent or effect, a training in disciplines?, Is it a means to innovative thought?, What should education be? Students are asked to analyze their own educational experience in an attempt to find their own answers. Readings are from such authors as Newman, Scheffler, Peters, Kuhn, Koestler, and Poincaré.

Prerequisite: **Philosophy 11** and **12**, or consent of the instructor.

23. **Logic and Formal Systems.** Spring 1982 and spring 1984. Mr. Corish.

An introduction to the techniques and applications of twentieth-century deductive logic. After a consideration of the traditional approach, including the syllogism, the following topics are taken up: propositions, truth-functions, quantification theory, predicates, relations, natural deduction, and the properties of formal systems (consistency, completeness, etc.). No background in mathematics is presupposed.

[24. **Metaphysics.**]

25. **The Nature of Scientific Thought.** Fall 1981 and fall 1983. Mr. Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction will be studied. The readings include such authors as Burtt, Butterfield, Duhem, Hempel, Koyré, Kuhn, Nagel, Poincaré, Popper, Toulmin, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

Prerequisite: **Philosophy 11** and **12**, or consent of the instructor.

26. **On Love.** Fall 1981. Mr. McGee.

An examination of philosophic attempts to analyze and clarify the cluster of concepts signaled by terms such as "love," "friendship," "charity," "*agapē*," and "fellow-feeling." Readings drawn from some of the following authors: Plato, Aristotle, St. Paul, St. Thomas, Spinoza, Schopenhauer, Nietzsche, Freud, Ortega y Gasset, and C. S. Lewis.

Prerequisite: **Philosophy 11** and **12**, or consent of the instructor.

28. **Contemporary Philosophy of Human Nature.** Spring 1982 and spring 1984. Mr. Pols.

An examination of the views of human nature propounded by existentialism, phenomenology, and contemporary metaphysics. The metaphysical doctrines examined include both scientific materialism and

opposed views in which the rational and responsible acts of persons are held to be irreducible to scientific categories.

Prerequisite: **Philosophy 11** and **12.**

Advanced Seminars

Although courses numbered in the thirties are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides the stated prerequisite, **Philosophy 11** and **12,** at least one of the courses from the group numbered in the twenties will also be found a helpful preparation.

31. Plato and Platonism. Fall 1982. Mr. Pols.

A study of some of the principal dialogues of Plato, drawn chiefly from his middle and later periods, followed by a study of selected material from the later history of Platonism. The instructor will select the dialogues that will be read, but topics to be studied in later Platonism and Neoplatonism will depend on the particular interests of the students.

Prerequisite: **Philosophy 11** and **12.**

32. The Analytic Movement. Spring 1983. Mr. Pols.

Selected topics in twentieth-century philosophical analysis, including G. E. Moore's ethics, Russell's logical atomism, the related doctrine of Wittgenstein's *Tractatus,* the logical positivism of the Vienna Circle, the ordinary language movement as represented by Moore and by Wittgenstein in the *Philosophical Investigations,* and the views on the analytic-synthetic distinction and on ontology propounded by Quine on the basis of formal logic.

Prerequisite: **Philosophy 11** and **12.**

34. Topics in Medieval Philosophy. Spring 1984. Mr. Corish.

An examination of some fundamental medieval views concerning man and his environment. Special attention paid to the Aristotelian world view as made over to Christian specifications, and to its decline in favor of the modern scientific view of man and the world.

Prerequisite: **Philosophy 11** and **12.**

35. The Philosophy of Aristotle. Spring 1982. Mr. Corish.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato, his criticism of the Platonic doctrine of Forms, and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of

logic, physics, metaphysics, psychology, political, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, the virtue, the state. The course ends with a discussion of Aristotle's views of systematic research and his influence on subsequent thought.

Prerequisite: **Philosophy 11** and **12.**

36. **Spinoza's Ethics.** Fall 1983. Mr. McGee.
A detailed study of the text of Spinoza's major work, *The Ethics.*
Prerequisite: **Philosophy 11** and **12.**

37. **Kant.** Spring 1984. Mr. McGee.
A detailed study of the text of *The Critique of Pure Reason.*
Prerequisite: **Philosophy 11** and **12.**

200. **Independent Study.** The Department.

Physics and Astronomy

Professor LaCasce, *Chairman;* Professor Hughes; Associate Professor Turner; Assistant Professor Corson; Research Associate Markert

Requirements for the Major in Physics: The major program in physics depends to some extent on the student's goals. These goals should be discussed with the department. Those who intend to do graduate work in physics should plan to do an honors project. For those considering a program in engineering, consult page 107. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

In any case a major in physics is expected to complete **Mathematics 11, 12, Physics 17, 23, 27, 28,** and four more approved courses, one of which may be **Mathematics 13** or above or **Chemistry 35.** For honors work a student is expected to complete **Mathematics 13** or **22** and **Physics 17, 23, 27, 28, 30, 31, 200,** and four more courses, one of which may be in mathematics above **13** or **Chemistry 35.** Students interested in interdisciplinary work may, with permission, substitute from other departments.

Interdepartmental Major: The department participates in an interdepartmental program in geology and physics. See page 164.

Core Courses

17. Mechanics and Matter. Every semester. Fall 1981. Mr. Turner. Spring 1982. Mr. LaCasce.

The basic concepts and laws of classical mechanics with special emphasis on the conservation laws of momentum, energy, and angular momentum. Particle dynamics, including the motions of particles in gravitational, electric, and magnetic fields. A brief introduction to kinetic theory and special relativity. Three hours of laboratory work a week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 11.** Enrollment is limited to students without credit for or concurrent registration in **Chemistry 35.** Open only to freshmen and sophomores in the fall.

23. Electric Fields and Circuits. Every spring. Mr. Turner.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear network theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement. Three hours of laboratory work a week.

Prerequisite: **Physics 17** and previous credit or concurrent registration in **Mathematics 12,** or consent of the instructor.

27. Waves and Quanta. Every fall. Mr. LaCasce.

Wave motion occurs in many areas of physics. A discussion of basic wave behavior and the principle of superposition leads to a study of wave propagation and its relationship to coherence, interference, and diffraction. The wave model of the atom provides an introduction to atomic spectra. The laboratory work provides experience with optical methods and instruments.

Prerequisite: **Physics 17** and previous credit or concurrent registration in **Mathematics 12,** or consent of the instructor.

28. Subatomic Physics. Every spring. Spring 1982. Mr. Corson. Spring 1983. Mr. Turner.

An introduction to the basic concepts and laws of nuclear and particle physics, covering the principles of relativity and quantum theory, particle accelerators, nuclear structure and reactions, and the behavior of elementary particles. The physics of radioactivity and the biological, medical, and ecological applications of radiation are given special emphasis through weekly laboratory exercises with radioactive materials and nuclear instrumentation. Three hours of laboratory work a week.

Prerequisite: **Physics 17** and previous credit or concurrent registration in **Mathematics 12,** or consent of the instructor.

30. Methods of Theoretical Physics. Every spring. Mr. LaCasce.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 13** or **22,** and **Physics 23, 27,** or **28.**

31. Atomic Physics. Every other fall. Fall 1982. Mr. Corson.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 27** and **30.**

32. Electromagnetic Theory. Every other spring. Spring 1982. Mr. Turner.

First the Maxwell relations are presented as a natural extension of basic experimental laws, then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 23** and **30,** or consent of the instructor.

35. Solid State Physics. Every other spring. Spring 1983. Mr. Corson.

The physics of solids, including crystal structure, lattice vibrations, and energy band theory.

Prerequisite: **Physics 31.**

37. Advanced Mechanics. Every other fall. Fall 1981. Mr. Turner.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 30** or consent of the instructor.

200. Independent Study. The Department.

Programs of study for general relativity; astrophysics, including solar physics; cosmology; the physics of thin films; biophysics, magnetic resonance, and low-temperature physics are available. Work done in these topics can serve as the basis for an honors paper. If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teacher's Certificate.

Adjunct Courses

2. **Contemporary Astronomy.** Every fall. Mr. Hughes.

A generally qualitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories.

3. **Physics of the Twentieth Century.** Every spring. Mr. Hughes.

Although the physics of the eighteenth and nineteenth centuries enjoyed many great successes, there was by the end of the nineteenth century a growing awareness of the limitations of what we now call classical physics. This course traces the discovery of those limitations and the rise of modern physics. Topics discussed include the development of quantum mechanics and relativity, the origin and growth of nuclear and elementary particle physics, the rise of electronics, and those aspects of technology which have had a special relationship with physics.

Prerequisite: Ordinary secondary school mathematics. Enrollment is limited to students without credit for or concurrent registration in **Physics 14** or **17**.

14. **Energy.** Every fall. Mr. Corson.

Energy in its technical sense is defined. Then different types of energy such as mechanical, thermal, and nuclear are examined as well as the processes by which energy is transformed from one form to another. The implications of energy production, transformation, and distribution to society are discussed. This course does not have laboratory.

Prerequisite: Previous credit or concurrent registration in **Mathematics 11**. Graduation credit for either **Physics 14** or **Physics 17** but not both.

19. **Astrophysics.** Every fall. Mr. Hughes.

A quantitative discussion which introduces the principal topics of astrophysics, including stellar interiors, stellar atmospheres, evolution and cosmology.

Prerequisite: **Physics 17, Chemistry 15, 16,** and **Mathematics 12.**

20. **Physical Oceanography.** Fall 1983. Mr. LaCasce.

The aim is to provide a feel for the scope of physical oceanography. Among the topics covered are tidal theory, surface and internal waves, and the heat budget and its relation to the oceanic circulation. Some attention is given to the problems of instrumentation and the techniques of measurement.

Prerequisite: **Physics 14** or **17,** and **Mathematics 11.**

24. Digital Electronics. Every other fall. Fall 1982. Mr. Turner.

An introduction to the basic principles of binary circuits and digital electronics. Topics include Boolean algebra and logic circuitry, binary numbers and computation, memory circuits and information storage, digital/analog conversion, and circuits for timing and control. The structure of digital instruments, calculators, and computers is covered as time permits. Laboratory work with digital integrated circuits.

Prerequisite: **Physics 14** or **17.**

25. Topics in Physics.

Fall 1981. **Sound or Noise: Problems in Acoustics.** Mr. LaCasce.

After an introduction to wave motion and propagation, the course examines the problems and techniques of acoustical measurements, including the ear and hearing. Selected topics covered as time permits include noise and the control of noise, building acoustics, underwater sound, and ultrasonics.

Prerequisite: **Physics 14** or **17,** and **Mathematics 11.**

26. Biophysics. Every spring. Mr. Hughes.

An introduction including discussion of the effects of ionizing radiation on cells and tissues, the application of X-ray diffraction methods to biological problems, and other modern topics. Some attention is given to historical aspects of the subject and to the development of devices such as the electron microscope.

Prerequisite: **Physics 17, Chemistry 15, 16,** and **Mathematics 12.**

29. Statistical Physics. Every other fall. Fall 1981. Mr. Corson.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, absolute temperature, and the canonical distribution. Some probability theory will be developed as a mathematical tool.

Prerequisite: **Physics 14** or **17** and previous credit or concurrent registration in **Mathematics 12,** or consent of the instructor.

Psychology

Assistant Professor Rose, *Chairman;* Professor Fuchs; Associate Professor Small; Assistant Professors Held and Schaffner; Mr. Hartley

Requirements for the Major in Psychology: The major comprises one introductory course **(Psychology 1), Psychology 11,** two courses selected from **Psychology 12, 13, 15,** and **20,** one course chosen from **19, 22,** and **23,** and

three additional courses chosen from the remaining offerings. Students considering a major should consult with the department regarding course selection, since there is no fixed sequence of courses. The department does recommend, however, that **Psychology 11** and the two laboratory courses (**Psychology 12, 13, 15,** and **20**) be taken no later than the junior year. During the senior year majors are encouraged to engage in independent study on a library, laboratory, or field research project. Proposals for reading courses in areas in which the department has no formal offering may also be considered under independent study.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 7, 12, 23**; these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 3, 6,** and **10** compatible with their interests and helpful in their preparation for teaching.

Interdepartmental Major: The department participates in an interdepartmental program in psychobiology. See page 165.

1. **Introduction to Psychology.** Every semester. The Department.

   A general introduction to the major concerns of contemporary psychology including psychobiology, perception, learning, cognition, development, personality, states of consciousness, abnormal and social behavior. Lectures and laboratory work each week. Recommended for freshmen and sophomores.

3. **Personality.** Every fall. Ms. Held.

   A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, phenomenological, and behavioral approaches to current research are considered.

   Prerequisite: **Psychology 1.**

4. **Abnormal Personality.** Every spring. Ms. Held.

   A general survey of the nature, etiology, diagnosis, and treatment of common patterns of personality disorganization and psychosocial deviance.

   Prerequisite: **Psychology 3.**

5. **Political Psychology.** Every spring. Mr. Schaffner.

   An analysis of psychological aspects of political behavior, considering both prominent figures and the general public. Topics include the psychological nature of politics; ideology and the structure of belief systems; activism and alienation; political socialization; power tactics in

bargaining, conflict, and indoctrination; political leadership; and psychobiography.

Prerequisite: **Psychology 3, 6,** or **Sociology 20.**

6. **Social Psychology.** Fall 1982. Mr. Schaffner.

A survey of theory and research on psychological aspects of social behavior. Topics include conformity, language and communication, attitudes, prejudice and racism, social epistemology, decision making, and group conflict. Major theoretical orientations of psychology are presented with representative research. Social psychological aspects of race relations in the United States are a focal topic.

Prerequisite: **Psychology 1** or **Sociology 1.**

7. **Developmental Psychology.** Fall 1981. Mr. Hartley.

A survey of the physical, personality, social, and cognitive changes that occur from conception to adulthood. Where appropriate, such theoretical traditions as American S-R, psychoanalytic, information processing, and the epistomological approaches of Piaget are contrasted.

9. **Psychobiology.** Every fall. Mr. Rose.

An introductory survey of the physiological correlates of behavior with special emphasis on the neurosciences. Topics include neurophysiology, psychopharmacology, sensory-motor systems, behavioral genetics, and brain mechanisms in sleep-wakefulness-attention, emotion, motivation, learning, memory, and other complex processes including abnormal behavior. Laboratory experience includes histological, neurosurgical, and physiological recording techniques in animals as well as human recording procedures (EEG, EMG) including biofeedback.

Prerequisite: **Psychology 1, Biology 15,** or consent of the instructor.

10. **Atypical Child.** Alternate years. Fall 1982. Ms. Held.

A comparative understanding of different theories and data concerning the etiology, development, diagnosis, and treatment of various forms of childhood exceptionality.

Prerequisite: **Psychology 7.**

11. **Statistical Methods for the Behavioral Sciences.** Every fall. Mr. Schaffner.

An introduction to the use of descriptive and inferential statistics in behavior research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year.

Prerequisite: **Psychology 1, Sociology 1,** or consent of the instructor.

12. **Learning and Memory.** Every spring. Spring 1982. Mr. Hartley.

An analysis of research methodology and results of investigations of

learning and memory. Laboratory work, including the planning and execution of an original experiment.

Prerequisite: **Psychology 11.**

13. **Perception.** Every fall. Mr. Rose.

A survey of the basic phenomena and problems of perception and sensory psychology. Topics include psychophysics; coding of sensory qualities such as color, pitch, touch, and pain; the influence of early experience, culture, attention, and altered states of consciousness. Laboratory work included.

Prerequisite: **Psychology 1** and **11,** or consent of the instructor.

14. **Sensory Physiology and Behavior.**

See **Biology 38,** page 121.

15. **Research in Personality and Social Psychology.** Every spring. Mr. Schaffner.

A laboratory course on research design and methodology in social and personality psychology, focusing on a topic of current theoretical importance. Students plan and carry out original research.

Prerequisite: **Psychology 3** or **6,** and **Psychology 11.**

16. **Ethology.**

See **Biology 39,** page 121.

18. **Collective Behavior.**

See **Sociology 20,** page 207.

19. **Clinical Psychology.** Alternate years. Fall 1981. Ms. Held.

The history and development of clinical psychology including an emphasis on current controversies regarding ethical and legal issues. Major portions of the course are devoted to theory and research concerning psychological assessment and types of psychotherapies.

Prerequisite: **Psychology 4** or **10.**

20. **Advanced Psychobiology and Laboratory.** Every spring. Mr. Rose.

A laboratory introduction to advanced topics and modern neuroscience techniques with an emphasis on developmental (behavioral and neural) mechanisms. In addition to a survey of the current literature, competence is gained in basic research design, and research teams work on multidisciplinary problems.

Prerequisite: **Psychology 9** or **Biology 38,** and consent of the instructor.

[21. **Individual Differences.**]

22. Systematic Psychology. Fall 1981. Mr. Fuchs.

The historical and theoretical origins of modern psychology, with special attention to the chief systems of psychology's past, including behaviorism, Gestalt theory, and psychoanalysis.

Prerequisite: One course from **Psychology 12, 13, 15, 20.**

[**23. Cognitive Development.**]

24. Law and Psychology. Alternate years. Spring 1983. Ms. Held.

Presents topic areas where there is an interface between psychological and legal issues. The first emphasis will be on how psychology can study and aid the legal process. The second emphasis will assess the special concerns of the mental health professional within the legal system.

Prerequisite: **Psychology 4** or **10;** or **Sociology 7** and **Psychology 1.**

26. Topics in Psychology.

A seminar in a special topic of psychology.

26, 1. A Neuropsychological History of the Brain and Mind. Fall 1981. Mr. Rose.

A history of the study of the nervous system as related to behavioral activities and concepts including mentation. Periods of focus include Greek antiquity, the Renaissance, the eighteenth and nineteenth centuries, and the emergence of the current zeitgeist. Emphasizes the interaction of philosophical, social, technological, theoretical, and personal factors which preceded and led to the modern neuroscience era.

26, 2. Cognitive Psychology. Fall 1981. Mr. Hartley.

Theory and research concerned with topics including perception, memory, conceptual behavior, problem solving, and the representation of knowledge.

Prerequisite: **Psychology 1.**

26, 3. Conceptual Behavior. Spring 1982. Mr. Hartley.

A survey of topics related to conceptual behavior including concept formation, abstraction, categorization, and the structure and representation of categories.

200. Independent Study. The Department.

Religion

Professor Geoghegan, *Chairman;* Professor Long; Assistant Professor Holt; Ms. Harrington

The primary and central purpose of the religion major is to provide means for the study of the distinctive subject matter of religion in a liberal arts con-

text. Methods employed in other liberal arts and sciences are also used in the study of religion. Although the department does not provide specific preprofessional training, the study of religion as one of the liberal arts and sciences does have a vocational bearing, particularly as preparation for graduate work. Each major is assigned a departmental adviser who assists the student in formulating a plan of study in religion and in related courses in other departments, such as languages for those planning graduate study. The adviser may also provide counsel in vocational planning. Students who continue in the study of religion after college usually do so in an M.A. or Ph.D. program at a graduate school or in a B.D. or M.Div. program at a divinity school or theological seminary. Information about other options is available through departmental advisers.

Requirements for the Major in Religion: The major consists of at least eight courses in religion approved by the department. **Religion 1** must be taken not later than the sophomore year. One Freshman-Sophomore Seminar may count toward the major but cannot be substituted for **Religion 1.** Each major must take at least one course from each of the following three groups: a) religions of South or East Asian origin **(Religion 14, 15, 16, 17, 18);** b) religions of Near Eastern origin **(Religion 21, 22, 23, 24, 25);** c) religious thought **(Religion 10, 31, 32,** or **40).**

Interdepartmental Major: The department participates in an interdepartmental program in art history and religion. See page 164.

Independent Study: There are two options for a student contemplating independent study: 1) The student may apply to the instructor to supervise his or her proposed project in an area of the instructor's competence. The project usually takes the form of the preparation of a substantial paper. 2) The student may apply to the instructor to offer an advanced reading-tutorial course in an area of the instructor's expertise: religions of Near Eastern origin, religions of Far Eastern origin, or religious thought. Readings from assigned syllabus, oral and/or written reports, discussions.

Honors in Religion: Honors work in religion evolves from independent study courses taken in the junior or senior year. If the project, which is usually a substantial paper, is of sufficiently high quality, the student becomes a candidate for honors and takes a one-hour oral examination on his or her paper.

1. **Introduction to the Study of Religion.** Fall 1981. Mr. Geoghegan. Spring 1982. Mr. Holt.

   Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, discussions, and readings in classic texts and modern interpretations.

Religion 2
Freshman-Sophomore Seminars

The seminars are introductory in nature, focusing on the study of a specific aspect of religion and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussions, and reports.

Topics change from time to time to reflect emerging or debated issues in the study of religion.

Enrollment is limited to twenty students for each seminar. Freshmen are given priority for available spaces.

Seminars may be repeated for credit with contents changed.

Religion 2. 1981-1982

Seminar 1. Introduction to the Psychology of Religion. Fall 1981. Ms. Harrington.

Selected readings from key figures in the psychology of religion: William James, Sigmund Freud, Otto Rank, Erik Erikson, and C. G. Jung. Background lectures on the discipline of psychology. Discussion of advantages and limitations in using psychological terms to interpret religious phenomena.

Seminar 2. Modern Interpretations of Religious Symbols. Spring 1982. Ms. Harrington.

An examination of modern methods for interpreting religious symbols such as evil, father, mother. Anthropological, psychological, phenomenological, and theological theories of religious symbols are analyzed and compared. Readings from Geertz, Freud, Eliade, Ricoeur, and Tillich.

10. Philosophy of Religion. Spring 1983. Mr. Geoghegan.

Lectures surveying development of interaction of religion and philosophy in the West from the Bible and Plato to the present. Discussion of a variety of classical and contemporary approaches to basic topics such as religious experience, faith and reason, religious language, existence of God, human freedom and destiny, death and immortality, problem of evil, religion and ethics, and religion and science.

12. The Image of Woman and Feminine Experience in Christianity. Fall 1981. Ms. Harrington.

An examination of the role and image of woman in Christianity. Readings, lectures, and discussion cover Christian teachings about the nature and role of women, interpretations of major symbols for God

such as "Father" and of woman such as Mary, and historical and literary approaches to the religious experiences of Christian women.

13. **Woman's Image and Woman's Role in World Religions.** Spring 1982. Ms. Harrington.

A cross-cultural study of the images and roles of women in selected religions. The history of goddess worship; examination of psychological, feminist, and theological interpretations of the meaning of the goddess; comparative study of women's rituals and religious roles. Student presentations on a goddess or a women's ritual in a selected religious tradition.

14. **Hinduism.** Fall 1982. Mr. Holt.

Religion in India from its origins in ritual sacrifice to the formation of the classical tradition. Analysis of major strands of religious literature: hymns of the *Rig Veda,* philosophy of the *Upanishads,* yoga of the *Yoga Sutras,* teachings of the *Bhagavad Gita,* and myths and symbols of the *Puranas.*

16. **Buddhism in Southeast Asia.** Fall 1981. Mr. Holt.

Examination of the life of the Buddha, his essential teachings, and the origins of the Buddhist community in India. Development of Theravada Buddhist society and culture in Sri Lanka (Ceylon), Burma, Thailand, and Cambodia as it relates to the religion of the *bhikkhus* (monks) and laity.

17. **Chinese Religion.** Fall 1981. Mr. Holt.

Taoism and Confucianism from a history of religions perspective. Religious practice on the personal, family, communal, and state levels. Primary (*Tao Te Ching* and *Analects of Confucius*) and secondary sources.

18. **Buddhism in China and Japan.** Spring 1982. Mr. Holt.

Mahayana Buddhism in China and Japan, especially the origins and development of Zen. Examination of primary sources, such as sutras and traditional teachings, and contemporary philosophical, psychological, historical, and cultural interpretations.

Prerequisite: **Religion 1** or any course in Asian religion or history or consent of the instructor.

[21. Hebraic Origins.]

[22. Christian Origins.]

[23. Christianity and the Hellenistic Mysteries.]

[24. Prophetism and Religion.]

[25. **Judaism.**]

31. **Ancient and Medieval Western Religious Thought.** Fall 1981. Mr. Geoghegan.

Lectures and discussions on background and primary sources such as Plotinus, *Enneads;* Augustine, *Confessions;* Aquinas, *Summas;* and Eckhart, *Treatises* and *Sermons.*

Prerequisite: **Religion 1, 22, 23,** or **Philosophy 11** (which may be taken concurrently), or consent of the instructor.

32. **Modern and Contemporary Western Religious Thought.** Spring 1982. Mr. Geoghegan.

Lectures and discussions on background and primary writings of such authors as Luther, Hegel, Kierkegaard, Feuerbach, Marx and Engels, Darwin, Nietzsche, Freud, Jung, and Tillich.

Prerequisite: **Religion 1, 31, Philosophy 12** or **20** (which may be taken concurrently), or consent of the instructor.

40. **Advanced Topics in Religion.**

The study in depth of a topic in religion of comparatively limited scope, such as one or two individuals of major importance or a community of significance; a movement, type, concept, problem, period, or theme. Topics may change from time to time, and the courses may consider contributions from related fields.

Prerequisites, if any, are determined by the instructor.

Topics courses may be repeated for credit with contents changed.

Spring 1982. **Phenomenology and Existentialism.** Mr. Geoghegan.

Analysis in lectures, and discussion of readings in primary sources such as Hegel, "Preface" to the *Phenomenology of Spirit,* and a variety of twentieth-century authors, of the application of phenomenological method to existential content of religious experience.

Prerequisite: **Religion 1** or consent of the instructor. Not open to students who have taken **Religion 40,2. Phenomenology of Religious Experience.**

200. **Independent Study.** The Department.

Romance Languages

Professor Thompson, *Chairman;* Professor Geary; Associate Professors Brogyanyi, Nunn, and Turner; Assistant Professors Fresco and Rand; Teaching Fellows Carrié and Droumaguet

Requirements for the Major in Romance Languages: The major may consist entirely of either French or Spanish courses, or it may involve a combina-

tion of French, Italian, and Spanish courses. Eight courses are required for the major, of which not more than two may be courses of independent study. All courses more advanced than **French** or **Spanish 4** or **Italian 3** may be counted toward the major.

Prospective majors are expected to have completed **French** or **Spanish 9, 10**—the usual prerequisite for advanced literature courses—by the end of the sophomore year. Those who plan to attend graduate school or to teach should take **French** or **Spanish 5, 6.** Students who intend to qualify for admission to a junior year abroad program should complete **French** or **Spanish 5, 6, French** or **Spanish 9, 10,** or **Italian 3, 4** by the end of the sophomore year.

French

1, 2. Elementary French. Every year. Mr. Rand.

Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, some stress is placed on reading. There are regular language laboratory assignments. Students who have more than two years of French receive credit for **French 1** only by subsequently completing **French 2.**

3. Intermediate French I. Every fall. Mr. Nunn.

A one-semester review of French grammar. Written and oral exercises. Three class hours per week plus regular language laboratory assignments. Intended for students whose secondary school preparation is not adequate for **French 4.** Not intended for students who have had **French 1, 2** at Bowdoin.

Placement on the basis of a test set by the department at the start of the fall semester.

4. Intermediate French II. Every semester. Fall 1981. Mr. Fresco. Spring 1981. Mr. Nunn.

Acquisition of idioms and vocabulary, frequent short written exercises, practice in speaking. Three class hours per week plus regular language laboratory assignments.

Prerequisite: **French 2** or **French 3** or appropriate score on a placement test set by the department at the start of the fall semester.

5. Third-Year French I. Every semester. Fall 1981. Mr. Geary and Mr. Nunn. Spring 1982. Mr. Fresco.

Aims to develop fluency in spoken and written French. Regular linguistic exercises, analysis of selected plays, oral presentations with the French teaching fellows.

Prerequisite: **French 4** or appropriate score on a placement test set by the department at the start of the fall semester.

6. **Third-Year French II.** Every spring. Mr. Rand.
A continuation of **French 5.**
Prerequisite: **French 5.**

7. **French Pronunciation and Conversation.** Every fall. Mr. Geary.
One hour per week, study of corrective phonetics, followed by regular exercises in the language laboratory; two hours per week, conversations with the French teaching fellows on prepared topics. Enrollment limited to twelve. One-half course credit.
Prerequisite: **French 6** or permission of the instructor.

8. **French Pronunciation and Conversation.** Every spring. Mr. Nunn.
One hour per week, study of corrective phonetics; two hours per week, prepared conversations with the French teaching fellows on current issues in the French-speaking world. Regular assignments involving use of the language laboratory. Enrollment limited to twelve. One-half course credit.
Prerequisite: **French 7** or an oral examination demonstrating basic phonetic control and oral proficiency.

9. **Introduction to French Literature.** Every semester. Fall 1981. Mr. Nunn. Spring 1982. Mr. Fresco.
An approach to the appreciation and analysis of the three major genres through the study of selected works of Molière (*Les Fourberies de Scapin, L'Ecole des femmes, Le Misanthrope, Don Juan*), Baudelaire (*Les Fleurs du Mal, Petits poèmes en prose*), and Gide (*Paludes, L'Immoraliste, La Porte étroite*).
Prerequisite: **French 4** or appropriate score on a placement test set by the department at the start of the fall semester.

11. **Survey of French Literature I.** Every fall. Mr. Geary.
The evolution of French literature from the medieval period through the Renaissance, with consideration of the relevant social and cultural contexts. Principal works or authors: *Vie de Saint Alexis, La Chanson de Roland, Fabliaux,* Poésie jusqu'à Villon, *La Farce de maître Pathelin,* Rabelais (*Pantagruel, Gargantua*), Calvin (Préface à l'*Institution*), Du Bellay (*Défense,* Poésies), Ronsard (Poésies), Montaigne (*Essais*). Conducted in French.
Prerequisite: **French 5, 9,** or consent of the instructor.

12. **Survey of French Literature II.** Every spring. Mr. Nunn.
A continuation of **French 11** through the classical period and the Enlightenment. Principal authors: Descartes (*Discours de la méthode, Traité des passions*), Corneille (*Le Cid*), Pascal (*Pensées, Lettres provinciales*), Racine (*Phèdre*), La Fontaine (*Fables*), Les Moralistes, La

Fayette (*La Princesse de Clèves*), Molière (*Tartuffe*), Voltaire (*Candide, Lettres philosophiques*), Rousseau (*Discours sur les sciences et les arts*), Diderot (*Supplément au Voyage de Bougainville*), Prévost (*Manon Lescaut*). Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

13. **French Poetry I.** Every third year. Fall 1981. Mr. Rand.

Symbolist poetry. Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

14. **French Poetry II.** Every third year. Spring 1982. Mr. Rand.

Critical study of poetic practice and close analysis of selected texts from the Middle Ages to the present. Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

16. **French Drama.** Every third year. Spring 1984.

Critical study of dramatic theory and practice of the modern period. The principal authors studied are: Jarry, Claudel, Cocteau, Giraudoux, Montherlant, Anouilh, Sartre, Ionesco, Beckett, and Genet. Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

17. **The French Novel I.** Every third year. Fall 1982.

The development of the genre during the nineteenth century, with emphasis on the works of Balzac, Stendhal, Flaubert, and Zola. Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

18. **The French Novel II.** Every third year. Spring 1983.

A continuation of **French 17,** from realism to the *nouveau roman.* The principal authors studied are Gide, Proust, Malraux, Sartre, Camus, and Butor. Conducted in French.

Prerequisite: **French 5, 9,** or consent of the instructor.

[19. Seminars on French Literature and Culture.]

[20. Selected Topics in French Literature and Culture.]

Italian

1, 2. **Elementary Italian.** Every other year. 1981-1982. Mr. Fresco.

Three class hours a week devoted to oral practice, reading, and linguistic analysis.

3. **Readings in Italian Literature I.** Every other fall. Fall 1982.

Intensive review of fundamentals, followed by the reading of selected prose and poetry.

4. **Readings in Italian Literature II.** Every other spring. Spring 1983.
Reading of selected texts of classic and modern authors, including Dante, Petrarch, Boccaccio, Leopardi, Manzoni, and Pavese.
Prerequisite: **Italian 3** or consent of the instructor.

Spanish

1, 2. **Elementary Spanish.** Every year. Mr. Turner.
Three class hours per week plus drill sessions and laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis in the first semester is on grammar structure, with frequent oral drills. In the second semester more attention will be paid to reading and writing. Students who have more than two years of Spanish may receive credit for **Spanish 1** only by subsequently completing **Spanish 2.**

3, 4. **Intermediate Spanish.** Every year. Fall 1981. Mr. Turner. Spring 1982. Mr. Thompson.
Three class hours a week: in the fall, three hours a week are devoted to a review of fundamentals; in the spring, there is progressively greater emphasis on the intensive study of selected literary texts, extensive reading, and practice in writing.
Prerequisite: **Spanish 2** or appropriate score on a placement test set by the department at the start of the fall semester.

5, 6. **Spoken and Written Spanish.** Every year. Mr. Thompson.
Intended to develop fluency and to increase the range of expression in both speech and writing. Conducted in Spanish.
Prerequisite: **Spanish 3, 4** or appropriate score on a placement test set by the department at the start of the fall semester.

9, 10. **Readings in Spanish and Hispanic-American Literature.** Every year. Fall 1981. Mr. Turner. Spring 1982. Mr. Thompson.
Intended to acquaint the student with some of the works of the leading authors and to develop an ability to read Spanish accurately and fluently.
Prerequisite: **Spanish 3, 4** or appropriate score on a placement test set by the department at the start of the fall semester.

11. **Selected Topics in Spanish and Hispanic-American Literature I.**
Designed to provide students who have a general knowledge of Spanish literature the opportunity to study in depth selected authors, genres, and literary movements. Conducted in Spanish. *The course may be repeated for credit with the contents changed.*
Prerequisite: **Spanish 9, 10** or consent of the instructor.
Fall 1981. **The Spanish Theater.** Mr. Thompson.

12. **Selected Topics in Spanish and Hispanic-American Literature II.** Spring 1982. **Julio Cortázar.** Mr. Turner.

20. **Literature of Spain's Golden Age in English Translation.** Every other spring. Spring 1982. Mr. Turner.

Study of major works of Spain's Renaissance in their historical and cultural context. Focus on the drama of the early seventeenth century, the poetic tradition from Garcilaso de la Vega to Quevedo and Góngora, and the development of prose fiction culminating in *Don Quijote*.

This course may not be taken for credit toward the Romance Language major. It is not open to students who have taken **Spanish 9.**

22. **Twentieth-Century Latin American Literature in English Translation.** Every other spring. Spring 1983. Mr. Turner.

Study of major works of prose and poetry in recent Latin American literature. Authors studied include Borges, Cortázar, García Márquez, Neruda, and Vargas Llosa.

This course may not be taken for credit toward the Romance Language major. It is not open to students who have taken **Spanish 11** or **12** with the same topic.

200. **Independent Study.** The Department.

Russian

Assistant Professor Knox, *Chairman;* Associate Professor Rubin

1, 2. **Elementary Russian.** Every year. Fall 1981. Mr. Rubin.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian.

3, 4. **Intermediate Russian.** Every year. Fall 1981. Ms. Knox.

A continuation of **Russian 1-2.** Concentration on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Oral presentations with the teaching fellow.

Prerequisite: **Russian 1-2.**

5, 6. **Advanced Russian.** Every year. 1981-1982. Ms. Knox (5). Mr. Rubin (6).

Intended to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion and written reports. Oral presentations with the teaching fellow.

Prerequisite: **Russian 3, 4.**

9, 10. Special Topics in Russian. Every year. 1981-1982. Mr. Rubin.

Intended to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic which may be directed on an individual basis. Reports and discussions exclusively in Russian. *The course may be repeated for credit with the contents changed.*

Prerequisite: **Russian 5, 6** and consent of the instructor.

19. Nineteenth-Century Russian Literature in Translation. Every other fall. Fall 1981. Ms. Knox.

Works of the great Russian writers, Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov, are read. The course is concerned with the development of Russian prose from the short stories of the earlier writers to the great Russian novels. Russian realism, its development and trends, will be discussed as a common denominator of nineteenth-century prose. The two major trends of realism are emphasized—the didactic utilitarianism of the Belinsky school and the spiritual existentialism of the Dostoevskian underground man. Majors are required to do some of the reading in Russian.

20. Twentieth-Century Russian Literature in Translation. Every other spring. Spring 1982. Ms. Knox.

The course is divided into a two-part discussion of twentieth-century Russian prose before and after the official proclamation of Socialist Realism. The first half is devoted to the innovative modernism of the first two decades. The second half is a discussion of the return to didactic realism and the emergence of an underground movement of dissidence. The major writers to be discussed are Andréyev, Bély, Bábel, Olésha, Zóshenko, Zamyátin, Sinyávsky, Bulgákov, Pasternák, and Solzhenítsyn. Majors are required to do some of readings in Russian.

22. Dostoevsky's Novel of Discord. Every other year. Spring 1983. Ms. Knox.

Examines Dostoevsky's quest for guiding principles of faith and harmony in a world of disorientation, ideological fragmentation, urban neurosis, cynical alienation, nihilism, and existential despair. To be emphasized are Dostoevsky's views on the tragedy of freedom, and the conflict of free will and determinism. Majors are required to do some of the reading in Russian.

200. Independent Study. The Department.

An original piece of research in which an attempt is made to elicit from the student a contribution to the field of Russian literary studies.

Sociology and Anthropology

Associate Professor McEwen, *Chairman;* Professor Rossides; Associate Professor Kertzer; Visiting Associate Professor Östör; Assistant Professors Bolles, Clark, and Floge

Requirements for the Major: In consultation with an adviser, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social knowledge is acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology and anthropology and contributes to preprofessional programs such as law, medicine, and theology. It also provides background preparation for careers in urban planning, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and programs in developing countries.

A student may choose either of two basic programs:

The Major in Sociology consists of eight courses, including **Sociology 9** and **11.** A minimum of six courses in sociology may be supplemented by two advanced courses from anthropology or, as approved by the department chairman, by two courses from related fields to meet the student's special needs. **Sociology 11** should be fitted into the major program early.

The Major in Anthropology/Sociology consists of eight courses in the department: a minimum of four in anthropology, including **Anthropology 1, 3, 20; Sociology 11;** and a minimum of two other courses in sociology (not including **Sociology 1**).

For either major program, one semester of independent study may be counted toward the major.

Departmental Honors: Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on honor grades in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

Sociology

1. Introduction to Sociology. Every semester. The Department.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is

given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

3. **The Family.** Spring 1982. Ms. Clark.

The diversity of the family as a social institution in different times and places illuminates our understanding of the American family. An examination of contemporary research on the family life cycle, variation in family composition, and trends in family living. The family is considered from a number of theoretical perspectives, leading to more comprehensive knowledge of this institution and the central role it plays in human life. Stress on the importance of research experience in forming personal perspectives on the family. A marital simulation game is used.

Prerequisite: **Sociology 1** or **Anthropology 1.**

5. **Sociology of Health.** Spring 1982. Ms. Clark.

This course examines the social contexts of physical and mental health, illness, and medical care: historically, cross-culturally, and in differing segments of the same society. Deals with such topics as the sick role, doctor-patient relationships, health as a social value, folk medicine, structures and processes of health-care organizations, social factors in illness, causes of death, medical and paramedical personnel, prevention of disease, ethical and social issues in contemporary medicine (e.g., experimentation, abortion, prolongation of life, euthanasia).

Prerequisite: Freshmen require consent of the instructor; open to all others.

6. **Urban Sociology.** Spring 1982. Ms. Floge.

An investigation into the diverse social patterns of urban life. Attention given to the expansion of urban populations in different cultural settings, contrasting the course of urbanization in the West and in traditional societies. The changing relation of urban centers to the rest of society is also analyzed, along with some of the problems generated by urbanization and contemporary approaches to resolving them. Students have an opportunity to study a particular aspect of urban society in depth.

Prerequisite: **Sociology 1** or **Anthropology 1.**

7. **Deviance.** Fall 1981. Ms. Clark.

Examines the definition, causes, and consequences of "deviance" as outlined by the major theoretical perspectives—social pathology, social disorganization, conflict, and labeling. Applies these perspectives to issues such as alcohol and drug use, "mental illness," sexuality, and profitable deviance.

Prerequisite: **Sociology 1** or **Anthropology 1.**

8. **Race and Ethnicity.** Spring 1983. Mr. McEwen.

The social and cultural meaning of race and ethnicity with special emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons between the status of racial and ethnic minorities in the United States and their status in other selected societies.

Prerequisite: **Sociology 1** or **Anthropology 1.**

9. **Social Theory.** Every spring. Mr. Rossides.

A critical examination of some representative theories of the nature of human behavior and society. Social theory is related to developments in philosophy and natural science, and symbolic developments as a whole are related to social developments. The thought of some major figures in the ancient world (especially Plato, Aristotle, and the Stoics) and the medieval world (especially St. Thomas and Marsileo of Padua) is analyzed but the main focus is on the figures who have struggled to explain the nature of capitalism, especially Hobbes, Locke, the *philosophes,* Comte, Spencer, Sumner, Ward, and with special attention, some of the great theoreticians of the "contemporary" world: Marx, Durkheim, Weber, Simmel, Pareto, Lenin, Cooley, Mao, Marcuse, Parsons. The course's main purpose is to provide the student with an opportunity to test familiar ideas and to acquire new ones about the nature of society, especially the structure and dynamics of industrial society.

Prerequisite: **Sociology 1, Anthropology 1,** or consent of the instructor. Freshmen require the consent of the instructor.

[10. Organizational Behavior.]

11. **Introduction to Social Research.** Spring 1982. Mr. McEwen.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological and anthropological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, small-group conferences.

Prerequisite: **Sociology 1** or **Anthropology 1.**

[12. Sociological Research.]

13. **Social Stratification.** Fall 1982. Mr. Rossides.

A critical examination of representative theories of inequality which opens with a review of the basic questions and concepts in social stratification, and then develops case studies of three types of social inequality: caste (India, South Africa), estate (Feudal Christendom, Imperial China), and class (USSR). The heart of the course is an extended analysis of the American class system to determine sources of stability and conflict, and to identify legitimate and illegitimate forms of inequality. Considerable attention is given to theories of imperialism and to determining the United States's role in the international system of stratification. The final theme examines the theory which purports to see some form of postindustrial society emerging in the West.

Prerequisite: **Sociology 1, Anthropology 1,** or consent of the instructor.

[14. **Social Psychology.**]

15. **Criminology and Criminal Justice.** Spring 1982. Mr. McEwen.

Focuses on crime and corrections in the United States with some cross-national comparisons. First examines the problematic character of the definition of "crime." Next explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Examines implications of nature and causes of crime for law enforcement and the administration of justice. Finally, surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 7, 18,** or consent of the instructor.

[16. **Seminar in the Sociology of Age.**]

17. **World Population.** Spring 1983. Ms. Floge.

Analysis of the components of population composition and dynamics. Attention given to such issues as birth control and women's liberation, zero population growth, population growth and economic development, world trends in life expectancy, labor force changes, the demographic transition, national and international migration, and changing age structure. Special consideration given to the relation between population dynamics and public policy decisions (e.g., day care, mandatory retirement).

Prerequisite: **Sociology 1, Anthropology 1,** or **Economics 1.**
(Not open to students who have taken **Economics 17.**)

18. **Sociology of Law.** Fall 1981. Mr. McEwen.

An analysis of the development and function of law and legal sys-

tems in preindustrial and industrial societies. Examination of the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 1, Anthropology 1,** or any Level A course in government.

19. **Sociology of Sex Roles.** Fall 1981. Ms. Floge.

Various theoretical perspectives, including role theory, are used to study sex roles and their implications for society and individuals. The extent and possible causes (including biosocial, cultural, and economic) of sexual differences in behavior are examined. Topics include historical changes in sex roles as well as cultural and national differences.

Prerequisite: **Sociology 1** or **Anthropology 1.**

20. **Collective Behavior.** Fall 1981. Mr. McEwen.

Description, analysis, and explanation of the nature of recurrent but often short-lived social phenomena such as rumors, crowds, riots, audiences, panics, disasters, publics, fads, revolutions, and reform movements. Analysis of the responses of social control agencies to instances of collective behavior and of the role of collective behavior in social change.

Prerequisite: Two previous courses in sociology/anthropology or psychology, or consent of the instructor.

[31. **Advanced Seminar: Selected Topics.**]

200. **Independent Study.** The Department.

Anthropology

1. **Introduction to Anthropology.** Fall 1981. Mr. Östör.

Study of human biological and cultural evolution. The four major subfields of anthropology are discussed: physical anthropology, archaeology, social linguistics, and social anthropology. Among the subjects covered are conflicting theories of human biological evolution, the debate over the genetic bases of human behavior, the scientific validity of the concept of race, the settling of the New World, the rise of agricultural and urban societies, the nature of "primitive" cultures, and the extent to which people are products of their culture.

3. **Social Anthropology.** Spring 1983. Mr. Kertzer.

An examination of the methods and perspectives of social anthropology. After examining various accounts by anthropologists of their fieldwork, cultural ecology and urbanization are investigated. Cultural ecology entails an analysis of the influence of ecological factors on the

cultural elements of preindustrial societies. The discussion of urbanization focuses on the social implications of the migration of people from preindustrial societies to urban areas.

Prerequisite: **Anthropology 1.**

7. **Ritual and Myth.** Fall 1981. Mr. Östör.

Designed to provide a social scientific perspective in the study of religion. A variety of modes of analysis is considered, including evolutionism, functionalism, symbolic structuralism, psychoanalysis, cultural ecology, and marxism. A wide range of religious phenomena from diverse societies is examined, including magic, sorcery, witchcraft, shamanism, revitalization movements, cults and civil religion. Emphasis is on the place of ritual and myth in the larger social context.

Prerequisite: **Anthropology 1** or **Sociology 1.**

9. **Politics, Culture, and Society.** Fall 1982. Mr. Kertzer.

The cross-cultural study of political processes, ranging from nomadic bands to nation-states. Issues examined include: How egalitarian are nonstate political systems? How is social order maintained in societies lacking centralized government? How is warfare waged? How are inequalities of political power within a society legitimized? What is the role of symbolism in political legitimation and in revolution? What social processes are involved in attracting and mobilizing political support?

Prerequisite: **Anthropology 1** or **Sociology 1.**

12. **Anthropology of Development.** Spring 1982. Ms. Bolles.

Anthropological perspectives on the processes of development, underdevelopment, and the influences of the international capitalist system. Theories of social change are examined, with special reference to rural-urban migration, class, race, and gender. Ethnography and case studies of peoples of African descent, Latin America, Africa, and Asia are utilized. The anthropological study of development utilizes a combined insider-outsider perspective assessing the impact of large-scale development policy on household-level and community-level activities. In the outsider role, the ethnographer benefits from the large comparative base afforded by anthropological inquiry, providing a more global perspective.

Prerequisite: One from **Afro-American Studies 1, 2; Anthropology 1, 18; Sociology 1; Economics 1, 2; History 40.**

14. **Women in American Society: Implications of Race, Ethnicity, and Class.** Spring 1983. Ms. Bolles.

See **Afro-American Studies 2,** page 111.

16. **Society and Culture in South Asia.** Spring 1982. Mr. Östör.

Study of the relations among economy, politics, and ideology in South Asia today. A historical perspective on Indian civilization provides background for investigating the problems of social diversity in the light of cultural unity in India. Among the topics considered are regional variation and transformation of caste-kin-marriage and class, ethnic group relations; changes in the transition from pre-colonial and to independent societies and states; enduring links between religion and society; Indian society and other South Asian societies (Pakistan, Bangladesh, Sri Lanka).

Prerequisite: **Anthropology 1** or **Sociology 1.**

17. **African American Cultures.** Fall 1981. Ms. Bolles.

See **Afro-American Studies 1,** pages 110-111.

18. **Latin American Societies.** Spring 1982. Ms. Bolles.

Emphasizes contemporary cultures and peoples of Latin America. Attention is paid to historical processes which have brought about the present situation in the region. Literature concerning various pre-Columbian societies provides background for understanding developments and processes of social change. Course presents a historical, economic, and social overview, and examines Indo-American, native, and "capesino" cultures. Also covered are the urban working classes and social change, development processes with special reference to women, and conflict, coups, and revolution.

19. **North American Indians.** Spring 1984. Mr. Kertzer.

An overview and analysis of American Indian societies from pre-Columbian times to the present.

Prerequisite: **Anthropology 1** or **Sociology 1.**

20. **Anthropological Theory.** Spring 1982. Mr. Östör.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France are covered from the nineteenth century to the present. Contemporary controversies in anthropological theories are discussed. Among those considered are Morgan, Tylor, Boas, Mauss, Malinowski, Radcliffe-Brown, Margaret Mead, and Levi-Strauss.

Prerequisite: Two previous courses in anthropology or consent of the instructor.

200. **Independent Study.** Mr. Östör.

Physical Education and Athletics

Bowdoin believes that physical education is an important part of the total educational program. The Department of Athletics provides students with opportunities for satisfying experiences in physical activities for the achievement of health and physical fitness. The physical education program includes classes which emphasize instruction in sports activities with carry-over value, intramural athletics, and intercollegiate competition. Students are encouraged to use the athletic facilities to participate in free recreational play.

Physical Education: The department offers courses of instruction in sports which students may enjoy for many years after college. These courses are voluntary, and it is the aim of the department to keep them flexible enough to serve the current interests of students. Last year, instruction was offered in tennis, squash, sailing, skating, swimming, water polo, life saving, scuba diving, calisthenics, field hockey skills, lacrosse skills, racquet ball, and synchronized swimming.

Intercollegiate Athletics: During the past year, Bowdoin offered intercollegiate competition in the following varsity sports: men's teams were fielded in football, cross-country, basketball, track (winter and spring), swimming, hockey, wrestling, lacrosse, tennis, baseball, soccer, and squash; women's teams were fielded in cross-country, tennis, field hockey, squash, swimming, track (winter and spring), soccer, basketball, and lacrosse; coed teams were offered in golf, sailing, and skiing. Junior varsity or freshman teams are maintained in intercollegiate sports whenever possible.

Intramural Athletics: Competition between intramural teams was scheduled in softball, touch football, basketball, hockey, track, swimming, wrestling, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

Outdoor Facilities: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and also includes an all-weather track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes a baseball diamond; spacious playing fields for lacrosse, soccer, football, touch football, and softball; ten tennis courts; and a field house.

Indoor Facilities: The College possesses indoor facilities that are the equal of its outstanding outdoor facilities. Morrell Gymnasium contains a modern basketball court with seats for about 1,800 persons, two visiting team rooms,

eleven squash courts, a locker room with 480 lockers, shower facilities, a modern fully equipped training room, adequate offices for the director of athletics and his staff, and other rooms for physical education purposes. Sargent Gymnasium includes a wrestling room, a weight-training room, a special exercise room, a regulation basketball court, a training room, and locker rooms with 470 lockers. In 1980 the third floor was renovated to become the studio for classes and rehearsals of the Bowdoin Dance Group. The Hyde Athletic Building, which is attached to the Sargent Gymnasium, includes a track, facilities for field events, a banked board track, and an infield area used for baseball and lacrosse practice. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Dayton Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,400 spectators.

Hawthorne-Longfellow Library

The strength of a college library rests in its collections of books and other library materials and in the ability of its staff to make the library useful to students. Bowdoin's Nathaniel Hawthorne-Henry Wadsworth Longfellow Library is exceptionally strong in its reputation as a college library. Totaling more than a half million volumes, its collections have been built up over a period of more than 175 years and include an unusually large proportion of distinguished and valuable volumes. Similarly distinguished has been the roster of librarians of the College, a list that includes John Abbot, Calvin Stowe, Henry Wadsworth Longfellow, and George T. Little. Its present full-time staff includes nine professional librarians and thirteen library assistants.

The first books that belonged to the library—a set of the Count Marsigli's *Danubius Pannonica-Mysicus,* given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century Bowdoin's library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. It has been maintained as one of the larger college libraries of the country, but its areas of growth are now defined by the curriculum of the College and restrained by the desirability of containing it as a collection to which students can have easy, and almost complete, access. In addition to its 600,000 volumes (a count which includes bound periodicals and newspapers), the library has a collection of approximately 60,000 maps, over 2,000 photographs, and more than 300,000 manuscript items. The current annual rate of acquisition is about 15,000 volumes and the annual expenditure per student is more than $500.

The Hawthorne-Longfellow Library building was opened in the fall of 1965. The library occupies 60,000 square feet of its floor space and will eventually incorporate the 26,000 square feet presently used for the College's administrative offices. It now provides space for over 400,000 volumes and for 410 readers (for 390 of these by individual study tables, carrels, or lounge chairs). Eventual full occupancy of the building will increase shelf capacity to 560,000 volumes and seating capacity to about 500.

The entrance level of the building contains the portions of the library of most immediate use to its readers: the circulation desk and reserve-book shelves, the card catalog, reference books and bibliographies, current newspapers, current periodicals, periodical indexes, government documents, copy machines, and two large and handsome reading areas. Study stations are

conveniently dispersed on this floor as they are throughout the building.

The lower level of the library houses Bowdoin's extensive collection of bound periodicals, its bound volumes of newspapers, and its collections of microfilm and other microforms.

Special features of the second floor are an exhibit area and the President Franklin Pierce Reading Room, informally furnished and giving a broad view through floor-to-ceiling windows. In this room are a collection of paperbound books for recreational reading and a selection of periodicals received by the library for immediate use only. Near this room are more newspapers and magazines for recreational reading. Also on this floor are two suites of ten faculty studies each and small rooms for student typing or group study. The rest of this floor is shelving surrounded by carrels.

More shelving and carrels occupy the principal portion of the third floor. There are nine additional faculty studies on this floor. The eastern end of the third floor is the special collections suite. This includes, in addition to shelf space for Bowdoin's rare books and manuscripts and space for their use, a conference room, and a staff and faculty lounge.

The collections of the library are strong (though inevitably of varying strength) in all areas covered by the curriculum of the College, and a constant effort is maintained to see that representative publications in fields outside the current curriculum are added to the library. There is special strength in documentary publications relating to both British and American history, in the books relating to exploration and the Arctic regions, in books by and about Carlyle, in books and pamphlets about Maine, in materials about the Huguenots, in books and pamphlets on World War I and on the history of much of middle Europe in this century, and in the literary history of pre-twentieth-century France.

The reference collection includes most of the English-language encyclopedias and a good representation in original editions of major foreign encyclopedias—from two editions of the monumental eighteenth-century *Encyclopédie* of Diderot to such modern works as the *Grand Larousse Encyclopédique, Der Grosse Brockhaus,* the *Enciclopedia Universal Illustrada Europeo-Americana,* the *Bol'shala Sovetskala Entsiklopedia,* and the *Enciclopedia Italiana de Scienze, Lettere ed Arti.* In it also are the principal national bibliographies and other major bibliographical tools. Dispersed in their proper places throughout the collections are such distinguished sets as the *Studies and Documents* of the American Institute of Musicology in Rome, Armando Cortesão's *Portugaliae Monumenta Cartographia,* the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"), E. S. Curtis's *The North American Indian,* the *Rerum Britannicarum Medii Aevi Scriptores,* Jacques Paul Migne's *Patralogiae* (Latina), the *Scriptores Rerum Germanicum,* Reuben Gold Thwaite's *Early American Travels,* and

The Victoria History of the Counties of England. Scholarly sets include the publications of the Camden Society, the Early English Text Society, the Egypt Exploration Society, the Geological Society of America, the Hakluyt Society, the Henry Bradshaw Society, the Huguenot Society of London, the Prince Society, the Royal Historical Society, the Royal Society, the Scottish History Society, the Scottish Text Society, and the Société des Anciens Textes Français. Of comparable, or perhaps even greater, distinction is Bowdoin's collection of more than 75,000 bound volumes of periodical publications.

Special collections in the Hawthorne-Longfellow Library comprise extensive collections of books, manuscripts, and other materials by and about both Hawthorne and Longfellow; books and pamphlets collected by Governor James Bowdoin; the private library of James Bowdoin III; an unusually large collection of late eighteenth- and early nineteenth-century books (particularly in the sciences) collected by Maine's distinguished Vaughan family; books, periodicals, and pamphlets contemporaneous to the French Revolution; the books, papers, and memorabilia of the Abbott family; an unusually fine representation of the items published in the District of Maine and in the state during the first decade of its statehood; and the books printed by the three most distinguished presses in Maine's history: the Mosher Press, the Southworth Press, and the Anthoensen Press.

Also in the special collections suite are the printed items relating to the history of the College and the chief collections of manuscript archives of the College. These include much material on Bowdoin alumni and extend far beyond a narrow definition of official college records. Here also is the library's general collection of manuscripts. Outstanding among the manuscripts are the collections of the papers of Generals O. O. Howard and Charles Howard, of Senator William Pitt Fessenden, and of Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

The books and manuscripts in Bowdoin's special collections are not treated simply as museum pieces. They are freely open to use by qualified scholars and are extensively used in introducing undergraduates—in their research projects and other independent work—to the variety of research materials regularly used in the scholarly world and which they can expect to use if they continue into university graduate work.

Special collections include also the Bliss Collection of books on travel, on French and British architecture, and other fine books (miscellaneous in na-

ture but largely relating to the history of art and architecture) which are housed in the extraordinarily handsome Susan Dwight Bliss Room in Hubbard Hall. These books are additionally distinguished by their fine bindings. The books in this room and the room itself (with its Renaissance ceiling which once graced a Neapolitan palazzo) were the gift of Miss Bliss in 1945.

During term time the library is open from 8:30 A.M. to midnight Monday through Saturday, and on Sunday from 10:00 A.M. to midnight. When the College is not in session the library is open 8:30 A.M. to 5:00 P.M. Monday through Friday. Small departmental collections in art, biology, chemistry, mathematics, and music are housed contiguous to the offices of the departments and are available for use on separate schedules of opening.

The operations of the library and the growth of its collections are supported by the general funds of the College and by gifts from alumni and other friends of the library and of the College. The library is annually the recipient of generous gifts of both books and funds for the immediate purchase of books or other library materials. It is always especially desirous of gifts of books, manuscripts, and family records and correspondence relating to the alumni of the College. The income of more than a hundred gifts to the College as endowment is directed to the use of the library.

LIBRARY FUNDS

(As of May 31, 1981)

Albert Abrahamson Book Fund (1977) 28,626
Established by John T. Gould, of the Class of 1931, and other friends in honor of Albert Abrahamson, of the Class of 1926, as George Lincoln Skolfield, Jr. Professor of Economics.
For the purchase of books.

Achorn Fund
The annual balance, if any, from the Achorn Flag Fund.

Adams Memorial Book Fund (1943) 2,889
Established by the bequest of William C. Adams 1897.
In memory of Jonathan E. Adams 1853, Frederick W. Adams 1889, William C. Adams 1897, and Stanley B. Adams 1920. "For the purchase of the best books on Biography and Immortality...."

John Appleton Fund (1916) 14,521
Established by the gift of Frederick H. Appleton 1864.
In memory of his father John Appleton 1822. For the general uses of the library.

James Alan Auld Memorial Book Fund (1969) 5,859
Established by gifts of his family and friends.
In memory of James Alan Auld 1970.

Samuel H. Ayer Fund (1887) 1,495
Established by the Athenaean Society.
In memory of Samuel H. Ayer 1839. For the purchase of books.

Charles M. Barbour, Jr. Book Fund (1978) 4,300
Established by John C. and Gladys B. Molinar in honor of Dr. Charles M. Barbour, Jr. 1933.

Benoit Library Book Fund (1964) 2,664
Established by gifts of André E. Benoit 1943, Louis J. Benoit 1955, and the A. H. Benoit Company.

Harold Lee Berry Book Fund (1979) 5,090
Established by the bequest of Edith L. K. Sills Honorary 1952.

James E. Bland Memorial Book Fund (1975) 5,630
Established by gifts from members of the faculty, former students, and other friends in memory of James E. Bland.
For books in the field of American history, especially history of the late colonial and early national periods.

Alexander F. Boardman Fund (1937) 723
Established by the bequest of Edith Jenney Boardman, Library Cataloguer, 1902-1934.
In memory of her father. Preferably for the purchase of science books.

Elias Bond Fund (1886) 10,580
Established by gifts of Elias Bond 1837.
For the purchase of books.

George S. Bowdoin Fund (1895) 1,526
Established by the gift of George S. Bowdoin.
"To create a permanent fund for the maintenance of what shall be known as the 'George Sullivan Bowdoin Collection of Huguenot Literature.'..."

Jonas M. Braciulis-Bachulus Library Fund (1977) 2,184
Established by Dr. John M. Bachulus 1922.
For the general purposes of the library.

Gina Briasco Special Collections Fund (1974) 2,935
Established by the gift of Louis B. Briasco 1969.
In honor of his mother.

Herbert Ross Brown Book Fund (1973) 55,789
Established by the gifts of former students, faculty colleagues, and other friends of Herbert Ross Brown Honorary '63, who retired in 1972 as professor of English and Edward Little Professor of Rhetoric and Oratory following a forty-seven-year teaching career at Bowdoin.
For books in the field of American literature.

Philip Henry Brown Fund (1901) 2,989
Established by the bequest of John C. Brown.
In memory of his father Philip H. Brown 1851. For the purchase of books on rhetoric and literature.

Philip Meader Brown Book Fund (1977) 3,564
Established by Richard C. Bechtel 1936, in honor of Philip Meader Brown, a member of the Department of Economics from 1934 to 1968.
For the purchase of books with preference given to books in economics or accounting.

Burton Book Fund (1959) 25,645
Established by gifts of the secretary, law clerks, and friends of Harold H. Burton 1909 upon his retirement as an associate justice of the Supreme Court of the United States.

Warren B. Catlin Fund (1969)
Established by the bequest of Warren B. Catlin.
Mr. Catlin was a member of the faculty from 1910 to 1952. "The sum of $10,000 annually for the support of the College's library. . . ."

John B. Chandler Book Fund (1981) 9,990
Established by John B. Chandler 1935.

Henry Leland Chapman Memorial Fund (1893) 13,769
Established by the gift of Frederick H. Gerrish 1866.
To purchase books for the Department of English Literature.

Henry Philip Chapman Library Book Fund (1967) 5,607
Established by the gift of H. Philip Chapman, Jr. 1930.
In memory of his father Henry P. Chapman 1906.

Class of 1825 Book Fund (1964) 1,219
Established by the gift of an anonymous donor.

Class of 1875 Book Fund (1919) 2,413
Established by gifts of members of the class.
Preferably to purchase books relating to American history.

Class of 1877 Library Fund (1937) 4,108
Established by gifts of members of the class.
To be used as a book fund.

Class of 1882 Library Fund (1908) 3,438
Established by gifts of members of the class.
For the support of the library.

Class of 1888 Library Fund 1,747
Established by gifts of members of the class.

Class of 1890 Book Fund (1908) 2,959
Established by gifts of members of the class.

Class of 1899 Fund (1927) 2,889
Established by gifts of members of the class.
"For the purchase of books in the general scope of Social Science for the benefit of the Henry Crosby Emery Library of Social Science."

Class of 1901 Library Fund (1908) 1,066
Established by gifts of members of the class.
For the purchase of books on economics.

Class of 1904 Library Fund (1932) 9,410
Established by gifts of members of the class.
To be used as a book fund.

Class of 1912 Library Fund (1962) 33,927
Established by gifts of members of the class.
Upon the occasion of its fiftieth reunion. For the purchase of books.

Class of 1914 Book Fund (1964) 8,132
Established by gifts of members of the class.
Upon the occasion of its fiftieth reunion.

Class of 1916 Dwight Sayward Memorial Book Fund (1967) 4,338
Established by gifts of members of the class.
In memory of Dwight Sayward 1916.

Class of 1924 Library Fund (1952) 7,111
Established by gifts of members of the class.
For the purchase of books.

Class of 1929 Book Fund (1969) 11,905
Established by gifts of members of the class.
Upon the occasion of its fortieth reunion. For the purchase of books, periodicals, and other library materials.

Class of 1950 Memorial Book Fund (1975) 29,072
Established by gifts of members of the class.
Upon the occasion of its twenty-fifth reunion. For the purchase of books.

Lewis S. Conant Collection (1951) 91,596
Established by the bequest of Emma L. Conant.
In memory of her husband. To purchase nonfiction books.

Else H. Copeland Book Fund (1955) 653
Established by the gift of National Blank Book Company Charitable Trust.

Philip D. Crockett Special Collections Fund (1974) 5,429
Established by the gift of Philip D. Crockett 1920.
For special collections and to provide for their maintenance and care.

Crowell Theater Book Fund (1956) 3,217
Established by gifts of friends in memory of Cedric R. Crowell 1913.
"For the purchase of books on theater and drama. . . ."

John L. Cutler Fund (1903) 1,495
Established by the bequest of John L. Cutler 1837.
For the purchase of books and periodicals.

Daggett Book Fund (1974) 28,855
Established by family and friends in memory of Athern Park Daggett 1925 and Catherine Travis Daggett.
"For the purchase of books within the field of Professor Daggett's academic discipline."

Darlington Book Fund (1929) 2,578
Established by the gift of Sibyl Hubbard Darlington.
Mrs. Darlington was a daughter of Thomas H. Hubbard 1857 and the mother of Joseph H. Darlington 1928.

Miguel E. de la Fe Memorial Book Fund (1966) 2,895
Established by the gift of Doris M. Zuckert.
In memory of Miguel E. de la Fe 1954. To purchase books on mathematics.

Delta Psi of Sigma Nu Book Fund (1971) 3,275
Established by assets conveyed by Sigma Nu Corporation.

Stephen A. DeVasto Memorial Book Fund (1971) 799
Established by gifts of family and friends.
In memory of Stephen A. DeVasto 1972.

Betty Edwards Dober Library Fund (1964) 5,925
Established by the gift of Charles P. Edwards 1941.
"For the purchase of musical scores or other publications or teaching materials including recordings relating to the instructional program of the Department of Music."

Daniel Tucker Coffin Drummond Library Book Fund (1974) 3,093
Established by relatives.
In memory of Daniel T. C. Drummond 1809.

James Drummond Fund (1908) 4,398
Established by the bequest of his wife and the gift of his daughter.
In memory of James Drummond 1836. For the purchase of books.

Edward A. Dunlap III Book Fund (1955) 614
Established by the gift of Edward A. Dunlap 1903 and Mrs. Dunlap.
In memory of their son Edward A. Dunlap III 1940.

Daniel C. Fessenden Book Fund (1962) 9,036
Established by the gift of Daniel C. Fessenden.
Mr. Fessenden also gave the College a collection of valuable historical papers of the Civil War period.

Francis Fessenden Library Fund (1933) 14,444
Established by the bequest of John Hubbard, the son of Thomas H. Hubbard 1857.
In memory of Francis Fessenden 1858.

John O. Fiske Library Fund (1911) 1,495
Established by the bequest of John O. Fiske 1837.

Melville Weston Fuller Library Fund (1938) 36,112
Established by the bequest of Mildred Fuller Wallace.
In memory of her father Melville W. Fuller 1853, chief justice of the Supreme Court of the United States, 1888-1910. For the maintenance and safekeeping of the library.

General Fund 3,750
Established by friends of Bowdoin.
For library purposes.

Arthur Chew Gilligan Memorial (1950) 1,720
Established by the bequests of James H. and Mary C. Gilligan.
In memory of their son, who was a member of the faculty from 1925 to 1943. Preferably to purchase books selected by the Department of French.

Ginn Book Fund (1962) 2,946
Established by the gift of Thomas D. Ginn 1909.
In memory of his parents Anne and Thomas Ginn. To purchase books on science.

Anne Davis Ginn Memorial Fund (1969) 180,282
Established by the bequest of Thomas D. Ginn 1909.
"For furthering research through books. . . ."

William and Elizabeth Goodman Library Book Fund (1968) 5,354
Established by the bequest of William Goodman.

Albert T. Gould Fund 1,445
For library purposes.

Edna G. Gross Library Fund (1969) 2,091
Established by the gift of Harriet N. Minot.
In memory of Edna G. Gross. "To be used for the purchase of books and other materials for the Gross Ornithological Library at Bowdoin College."

Hakluyt Fund (1893) 1,611
For library purposes.

Roscoe J. Ham Book Fund (1954) 1,743
Established by the gift of Edward B. Ham 1922.
In memory of his father Roscoe J. Ham, a member of the faculty from 1901 to 1945. To purchase books in the Russian language and about Russian literature.

Robert L. Happ Book Fund (1958) 129
Established by gifts of friends.
In memory of Robert L. Happ 1953.

Henry C. Haskell Fund 91,540
Established by the gift of Henry C. and Emily M. Haskell in memory of Dr. Alaric W. Haskell Honorary 1946.

Louis C. Hatch Fund
Annual sum of $100 for the purchase of books on history, government, and economics.

Samuel Wesley Hatch Fund (1928) 1,445
Established by the bequest of Laura A. Hatch.
In memory of her father Samuel W. Hatch 1847. For the purchase of books.

Charles Taylor Hawes Fund (1940) 3,665
Established by the gift of Martha B. Hawes.
In memory of her husband Charles T. Hawes 1876. For the purchase of books.

Ernest C. and Louise R. Helmreich Book Fund (1972) 12,341
Established by former students and friends.
In honor of Ernst C. Helmreich upon the occasion of his retirement as Thomas Brackett Reed Professor of History and Political Science. To purchase books in the field of modern European history.

Kent Jeffrey and Andrew Harriman Herrick Memorial Fund (1970) 1,097
Established by John D. Herrick 1957 and Mrs. Herrick.
For the purchase of books.

George Arthur Holbrook Fund (1940) 2,889
Established by the bequest of George A. Holbrook 1877.
For the use of the library.

Roger Howell, Jr. English History Book Fund (1969) 1,548
Established by James M. Fawcett III 1958.
"In honor of his classmate Roger Howell, Jr., following the latter's election as the tenth President of Bowdoin College."

Hubbard Library Fund (1908) 173,044
Established by the gift of Thomas H. Hubbard 1857.
"For the maintenance and improvement of the Library Building and Library of the College and for expenses pertaining thereto. . . ."

Thomas Hubbard Library Fund (1922) 4,778
Established by the gifts of John Hubbard, Anna Weir Hubbard, and Sibyl Hubbard Darlington.
In memory of their brother.

Winfield S. Hutchinson Library Fund (1959) 43,047
Established by the bequest of Adelaide L. Hutchinson.
In memory of her husband Winfield S. Hutchinson 1867. For the purchase of books.

Robert E. Johnson Memorial Book Fund (1977) 1,629
Established by Julie Johnson 1976, her mother, other members of her family, and friends, in honor and memory of her father, Robert E. Johnson.
For the purchase of books in biology and sociology.

Elijah Kellogg Memorial Fund (1950) 2,455
Established by the gift of Harvey D. Eaton 1887.
In memory of Elijah Kellogg 1840. Two-thirds of the income to be used for the purchase of books.

President John F. Kennedy Book Fund (1964) 3,664
Established by the gift of an anonymous donor and augmented by other donors.

Edward Chase Kirkland Book Fund (1975) 3,457
Established by the gifts of friends.
In honor and memory of Edward Chase Kirkland, Frank Munsey Professor of History and a member of the faculty from 1930 to 1959.

Fritz C. A. Koelln Book Fund (1972) 3,110
Established by friends in honor of Fritz C. A. Koelln upon the occasion of his retirement as George Taylor Files Professor of Modern Languages.

William W. Lawrence Fund (1959) 21,270
Established by the bequest of William W. Lawrence 1898.
"Preferably but not necessarily for the purchase of books on language and literature and for the purchase of books on art. . . ."

Brooks Leavitt Fund (1954) 158,450
Established by the bequest of Brooks Leavitt 1899.
For the support of the library.

George Tappan Little Book Fund (1981) 1,750
Established by Daniel W. Pettengill 1937, in honor and memory of his uncle, George Tappan Little 1915.
To be used for the purchase of books.

George Thomas and Lilly Little Fund (1970) 5,459
Established by the gift of Ray W. Pettengill 1905.
In memory of Mrs. Pettengill's father and mother. "For books pertaining to Mr. Little's interest in mountains, the Holy Land, and the Arctic."

Noel Charlton Little Book Fund (1966) 3,722
Established by gifts of members of Delta Kappa Epsilon fraternity and other Bowdoin alumni and friends upon the occasion of the retirement of Noel Charlton Little 1917 as professor of physics and Josiah Little Professor of Natural Science.
To purchase books on physics, astronomy, and associated subjects.

Charles H. Livingston Memorial Book Fund (1967) 2,961
Established by his wife and friends.
In memory of Charles H. Livingston, Longfellow Professor of Romance Languages and a member of the faculty from 1921 to 1956.

Solon B. Lufkin Library Fund (1931) 723
Established by the bequest of Solon B. Lufkin.
"... to express by this action his appreciation of the many kindnesses he enjoyed at the hands of the College Library for many years."

Robert Henry Lunt Fund (1948) 2,167
Established by the gift of William E. Lunt 1904 and Mrs. Lunt.
In memory of their son Robert H. Lunt 1942. To purchase books on international relations.

William Edward Lunt Fund (1957) 659
Established by the gift of his wife.
In memory of William E. Lunt 1904. Preferably to purchase books about medieval and English history.

George S. Lynde Fund (1918) 2,147
Established by the bequest of George S. Lynde.
In memory of his brother Frank J. Lynde 1877. For the purchase of books.

Douglass H. McNeally Fund (1973) 7,582
Established by the bequest of Douglass H. McNeally 1946.

John Henry and Della Fenton Matthews Book Fund (1975) 1,111
Established by the bequest of Mabel Niver Matthews.
To purchase books on English history.

Mabel Niver Matthews Book Fund (1956) 1,596
Established by the bequest of Della Fenton Matthews.
In honor of her daughter.

Grace L. Maxwell Fund (1981) 6,548
Established by Alice E. Maxwell in memory of her mother.

Lucy H. Melcher Fund (1960) 19,323
Established by the bequest of Lucy H. Melcher.
In memory of her father Samuel A. Melcher 1877. For the purchase of books.

Clara Hawkins Mellen Memorial Fund (1969) 4,361
Established by the gift of Mrs. Chase Mellen, Jr.
"To be used for the purpose of providing plants, plantings, and other similar items which, in the judgment of the College Librarian, will best create an attractive and comfortable environment within the Library."

Clara Hawkins Mellen Memorial Book Fund (1969) 1,468
Established by gifts of friends.
To purchase books relating to Maine history.

William Curtis Merryman Fund (1942) 1,445
Established by the bequest of Alice Shaw Merryman.
In memory of her husband William C. Merryman 1882. For the support of the library.

Bernice H. Mersereau Book Fund (1974) 2,625
Established by members of the family and friends.
For the purchase of books.

Earl Scott Miller Book Fund (1964) 587
Established by the gift of Karmil Merchandising Corporation.

Gilbert H. Montague Book Fund (1960) 5,722
Established by the gift of Gilbert H. Montague.

Edward S. Morse Fund (1926) 1,445
Established by the bequest of Edward S. Morse.
The income to be expended under the direction of the Library Committtee.

William Dummer Northend Fund (1977) 98,100
Established by the bequest of Francis S. Benjamin, Jr.
For the purchase of books.

Bela W. Norton Book Fund (1979) 1,394
Established by family and friends of Bela W. Norton 1918.

Alpheus S. Packard Fund 734
For library purposes.

William A. Packard Library Fund (1910) 7,222
Established by the bequest of William A. Packard 1851.
To purchase "preferably such books as illustrate the Greek and Latin languages and literatures."

Solon and Kate Papacosma Memorial Fund (1980) 6,328
Established by John Papacosma, of the Class of 1958, and S. Victor Papacosma, of the Class of 1964, in memory of their parents.
For the purchase of books and periodicals on modern Greece and the Ottoman Empire.

John Patten Fund (1893) 734
For library purposes.

Daniel W. and Martha A. Pettengill Fund (1970) 5,455
Established by the gift of Rachel T. Pettengill.
In memory of the parents of her late husband, Ray W. Pettengill 1905.
To purchase "books pertaining to Maine localities."

Ray W. and Rachel T. Pettengill Library Book Fund (1975) 22,198
Established by Daniel W. Pettengill 1937.
In memory of his parents. For the purchase of books.

Donald W. Philbrick Fund (1962) 13,664
Established by the gift of Donald W. Philbrick 1917.
To purchase books about history and government.

Pickard Library and Field Fund (1952) 200,044
Established by the bequest of Frederick W. Pickard 1894.
For the purchase of books and materials and maintenance of Pickard Field.

Lewis Pierce Book Fund (1927) 46,240
Established by the gift of Henry H. Pierce 1896.
In memory of his father Lewis Pierce 1852.

Robert W. Pitman Memorial Book Fund (1976) 4,817
Established by Dorothy F. Pitman, relatives, and friends in honor and memory of Robert W. Pitman 1926.
For the purchase of books.

David A. and Dorothy G. Ramler Book Fund (1977) 7,135
Established by Alvan W. Ramler 1959 in honor of his parents, David A. and Dorothy G. Ramler.
For the purchase of books.

Bernice E. Randall Fund (1974) 24,884
Established by the bequest of Bernice E. Randall, sister of Chester B. Randall 1906.

Alfred Rehder Library Fund (1965) 9,342
Established by the gift of Gerhard Rehder 1931.
In memory of his father. For the purchase of books.

Franklin C. Robinson Memorial Book Fund (1946) 5,670
Established by the bequest of Clement F. Robinson 1903.
In memory of his father Franklin C. Robinson 1873. For the purchase of scientific books and periodicals.

Charles E. Rolfe Memorial Book Fund (1970) 1,175
Established by Andrew T. Rolfe 1935.
In memory of his father.

Major Robert R. Rudy Book Fund (1962) 1,188
Established by gifts of relatives and friends.
In honor of Robert R. Rudy 1946. To purchase books in the field of history.

Elizabeth Hamilton St. Clair Memorial Fund (1977) 1,096
Established by the estate of Frank A. St. Clair 1921.
For the purchase of books.

J. B. Sewall Library Fund (1879) 1,347
Established by the gift of Jotham B. Sewall 1848.
For the benefit of the library.

Sherman Fund (1882) 6,380
Established by the gift of Lucy Sherman Dodge.
In memory of her brothers Joseph Sherman 1826 and Thomas Sherman Medical 1828. For the purchase and repair of books.

Sibley Fund (1881) 10,395
Established by the gifts of John L. Sibley Honorary 1856 and Mrs. Sibley.
For the purchase of books.

Sills Book Fund (1952) 34,500
Established by gifts of faculty members, alumni, and friends on the occasion of the retirement of Kenneth C. M. Sills 1901 as eighth president of Bowdoin College.
"Our President, like Chaucer's Clerk of Oxenford, is a bookman. It would be hard to think of a more suitable gift than the establishment of a fund for the purchase of books for the College Library. . . ."

Edgar M. Simpson Fund (1957) 2,993
Established by the gift of Margaret Simpson Millar.
In memory of her father Edgar M. Simpson 1894. For the support of the library.

Harry deForest Smith Book Fund (1978) 21,998
Established by Barbara Smith in memory of her father, Harry deForest Smith 1891.

Smyth Fund (1876)
Established by the gift of Henry J. Furber 1861.
In honor of William Smyth 1822, a member of the faculty from 1823 to 1868. The annual balance of the Smyth Mathematical Prize Fund.

Walter Moritz Solmitz Book Fund (1963) 1,066
Established by gifts of his friends.
In memory of Walter M. Solmitz, a member of the faculty from 1946 to 1962.

Stanwood Book Fund (1960) 6,646
Established by the gift of Muriel S. Haynes.
In memory of her brother-in-law Daniel C. Stanwood, a member of the faculty from 1918 to 1936. "For the purchase of books for the Library in the Field of International Law or International Relations" or relating to the Department of Government and Legal Studies.

Edward Stanwood Fund (1926) 1,835
Established by the bequest of Edward Stanwood 1861.
Preferably for books about American political history.

Stones-Pickard Special Editions Book Fund (1972) 71,131
Established by the gift of Irene S. Pickard.
"The income only to be used at the discretion of the Librarian for the purchase of special books, such as those from the Limited Editions Club, The Imprint Society, and The Folio Club of London, as well as any others the income will permit."

L. Corrin Strong Trust
One-half the income of the Trust.
"Toward supporting the rather extensive expense of strengthening Bowdoin's library collections and services."

Charles Cutler Torrey Fund (1957) 1,296
Established by the bequest of Charles C. Torrey 1884.
Preferably for books about the fine arts.

Transportation Library Fund (1966) 4,647
Established by gifts of Edward H. Tevriz 1926 and Joseph T. Small 1924.
"For the College's Library collections of books, pamphlets, periodicals, maps, economic abstracts, and other similar library materials in the broad field of transportation."

United States Steel Foundation Fund (1961) 24,490
Established by the gift of the United States Steel Foundation, Inc.
For the purchase of books.

Harold and Abby Wright Vose Library Book Fund 1,684
Established by Richard T. Wright 1952.

Dr. John A. Wentworth Book Fund (1978) 4,508
Established by H. Philip Chapman, Jr. 1930, Benjamin B. Whitcomb, Jr. 1930, and John A. Wentworth, Jr. 1943 in honor and memory of Dr. John A. Wentworth 1909.

White Pine Fund (1960) 12,654
Established by the gift of an anonymous donor.
For the purchase of books.

Williams Book Fund (1947) 723
Established by gifts of friends and relatives.
In memory of Thomas W. Williams 1910. "Preferably for the purchase of books on American History or Economics."

Robert W. Wood Fund (1890) 1,465
Established by the gift of Robert W. Wood Medical 1832.
For library purposes.

Thomas Curtis Van Cleve Memorial Book Fund (1976) 3,356
Established by friends in honor and memory of Thomas Curtis Van Cleve, as Thomas Brackett Reed Professor of History and Political Science.
For the purchase of books.

Museum of Art

An art collection has existed at Bowdoin almost since the inception of the College itself. The earliest acquisition of major importance was a group of 142 old master drawings bequeathed to the College in 1811 by James Bowdoin III. This was the first public collection of its kind in America and contains, among many treasures, a superb landscape by Pieter Brueghel the Elder. James Bowdoin III's collection of old master paintings came to the College two years later, in 1813; the Bowdoin family portraits were given in 1826 at Mrs. Sarah Bowdoin Dearborn's bequest.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the erection of the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four tympana murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, decorate the museum's Sculpture Hall.

The museum contains one of the most important collections extant of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is his greatest work, the full-length likeness of *General Samuel Waldo,* generally regarded as the finest American portrait of the first half of the eighteenth century; the nine Gilbert Stuarts include the so-called official portrait of *Thomas Jefferson,* as well as its pendant, *James Madison.* A complete catalogue of this collection, *Colonial and Federal Portraits at Bowdoin College,* was published by the College, with a matching grant from the Ford Foundation, in 1966.

The College's collection of ancient art contains sculpture, pottery, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, the leading collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, the gift to the College of Henri Byron Haskell, Medical 1855, are installed in the Museum's Sculpture Hall. *Ancient Art in Bowdoin College,* a descriptive catalogue of these holdings, was published in 1964 by the Harvard University Press.

In recent years the College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals

and plaquettes presented by Amanda, Marquesa Molinari; a fine group of European and American pictures given by John H. Halford, of the Class of 1907, and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

In the fall of 1964, the College was the recipient of the major portion of a collection of Winslow Homer memorabilia, which until that time had been in the artist's studio at Prout's Neck, the gift of the Homer family. This material, now known as the Homer Collection of the Bowdoin College Museum of Art, includes the artist's first watercolor; a significant group of letters he wrote over a period of many years to various members of his family; and a considerable quantity of photographs of Homer, his family, and of Prout's Neck. Recently, a large collection of woodcuts was purchased to augment these holdings and create an important center for the scholarly study of Homer's graphics.

The museum also contains fine examples of the work of such nineteenth-century and twentieth-century American artists as Eastman Johnson, Thomas Eakins, George Inness, Martin Johnson Heade, William Glackens, Marsden Hartley, Andrew Wyeth, Leonard Baskin, Franz Kline, Arshile Gorky, Jack Tworkov, and Alex Katz.

In addition to exhibitions of the permanent collection, the museum every year holds numerous exhibitions of works of art lent by institutions and private collectors throughout the United States. Among the important shows organized by the museum in recent years have been *Medals and Plaquettes from the Molinari Collection at Bowdoin College, James Bowdoin: Patriot and Man of the Enlightenment, Ernest Haskell (1876-1925), A Retrospective Exhibition, Daniel Putnam Brinley: The Impressionist Years, 500 Years of Printmaking: Prints and Illustrated Books at Bowdoin College, An Ounce of Prevention ... Care and Conservation of Works of Art, All Maine Biennial '79, Rocks and Crowds: Paintings by Robert Birmelin, Paintings from the William H. Lane Foundation: Modern American Masters,* and *The Haystack Tradition: Art in the Craft Media.* From time to time the College lends pictures and objects in the custody of the museum to other institutions in various parts of the country. The museum also sponsors symposia and special lectures. Since 1973 symposia on American furniture, nineteenth-century decorative arts, American Indian art, nineteenth-century American architects, and conservation of art have been held.

In 1961 the Associates program of the Bowdoin College Museum of Art was formed in order to share more effectively the facilities of the museum with the community beyond the College. Students are encouraged to become members at a reduced rate, so that they can take advantage of the Associates' events, including a film series.

The amount of exhibition space in the Walker Art Building was more than doubled following an extensive renovation made possible by gifts to the 175th Anniversary Campaign Program and completed in 1976. Three galleries for exhibiting the museum's permanent collections and a temporary exhibition gallery were added on the lower level and the previously existing galleries on the ground level were redecorated. One of the new galleries was dedicated in memory of John H. Halford '07, another in memory of John A. and Helen P. Becker.

PEARY-MACMILLAN ARCTIC MUSEUM

The Peary-MacMillan Arctic Museum, which is a part of the Bowdoin College Museum of Art, is a tribute to two famous explorers and Bowdoin alumni—Admirals Robert E. Peary and Donald B. MacMillan.

On April 6, 1909, Peary, a member of the Class of 1877, became the first man to reach the North Pole. MacMillan, a member of the Class of 1898, was his chief assistant on that historic expedition.

The museum is located on the first floor of Hubbard Hall, for many years the Bowdoin College Library and named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and a major financial supporter of Peary's Arctic ventures. It was designed by Ian M. White, currently Director of the Fine Arts Museums of San Francisco, who accompanied MacMillan on a trip to the Arctic in 1950. Generous gifts from members of the Class of 1925, together with gifts from other interested alumni and friends, made the museum a reality in 1967.

Bowdoin's interest and activity in Arctic exploration go back to 1869 when Paul A. Chadbourne, a professor of chemistry and natural history at Bowdoin, with twenty Bowdoin and Williams College students sailed on a voyage which followed nearly the same route the Norsemen must have taken along the coast of Labrador and Greenland as far as Godthaab.

Performing Arts

DANCE AND DRAMA

The Division of Theater Arts within the Department of English consists of the director of theater, the director of dance, and the technical director. The main thrust of its activities is in making possible the extensive extracurricular participation in dance and theater. The student drama group, Masque and Gown, celebrated its seventy-fifth anniversary in the winter of 1978-1979. The Bowdoin Dance Group, for both men and women, began in 1971 with the advent of coeducation.

Credit courses in dance history and dance aesthetics are taught by the director of dance. Additional classes in dance, without academic credit, vary in response to student interest. The following areas are normally covered:

Modern dance technique: classes aimed at improving movement skills and muscular strength as well as encouraging creative understanding of movement fundamentals—rhythm, force, direction, range, and qualities of movement. Fundamentals of ballet technique will be offered when student interest warrants.

Dance composition/choreography: exploration of dance forms, individual and group compositions, motivational factors in dance, movement themes, and dynamics. The approach to learning is through guided experimentation.

Dance performance and production: participation in and responsibility for lecture-demonstrations, workshops, and one major performance. Experience in production management, lighting, sound systems, and in combining dance with other fine arts, such as original music, art, film, and literature.

Dance repertory: development of skills in learning and performing dances, often group works, choreographed by others.

Credit courses in acting, directing, and scenic design are taught by the director of theater. Lighting and stagecraft are taught by the technical director. Each year at least three major productions are produced by the Masque and Gown on the stage of Pickard Theater. In the past few years one production each season has been a musical. In March 1981, *Pajama Game* was presented to capacity houses. Often the autumn production has been entered in the American College Theatre Festival. *Ah, Wilderness!* in 1973 and *The Scarecrow* in 1975 were selected as New England finalists, requiring the trouping of the productions to the festival out of state. Eight actors in five productions were selected as finalists in the New England Irene Ryan scholarship competition. One very popular production each year is usually a Shakespeare drama or classical play.

Pickard Theater, the generous gift in 1955 of Frederick William Pickard,

LL.D., of the Class of 1894, includes a modern, 600-seat theater with proscenium stage equipped with a hemp and counterweight system for flying scenery and an electronic lighting control system. In addition, Memorial Hall contains a scene shop and, on the lower floor, a small open-stage theater for experimental work by students.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the director of theater to determine the program for each year, handle the finances and publicity of the club, and organize the production work. The Masque and Gown needs, as well as actors, actresses, and playwrights, box-office and publicists, directors, designers, builders, painters, electricians, stage hands, and costumers.

One of the most important activities of the club has been its encouragement of playwriting. For over forty years the Masque and Gown has sponsored an annual student-written one-act play contest, with cash prizes. Winners have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York.

MUSIC

Bowdoin offers its students a variety of opportunities in music. Undergraduates participate in the Chamber Choir, College Chorale, Chamber Orchestra, Meddiebempsters, Miscellania, and chamber music ensembles. Student instrumentalists perform in informal repertory sessions and more formal concerts of solo and chamber music.

The Chamber Choir is a mixed ensemble chosen by audition. It concentrates on the performance of serious choral literature from the Renaissance to the present. Its activities include a Christmas carol concert, occasional tours, and on-campus concerts.

The College Chorale, a large mixed chorus of students, faculty members, and townspeople, presents one major choral work with orchestra each semester. Past performances have included Schubert's *Mass in G,* Vaughn Williams's *Fantasy on Christmas Carols,* Mozart's *Vesperae Solennes,* and the Bach *B-minor Mass.*

The Meddiebempsters are a men's double quartet widely known through their concerts at other colleges and European tours. On several occasions they have performed on network radio and television and have appeared in New York's Town Hall. The Miscellania are a women's augmented double quartet founded in 1972. They give joint concerts with the Meddiebempsters and, in 1977, began tours which take them to other New England campuses.

Student instrumental ensembles, appearing in numerous concerts on the campus, have presented music by composers as diverse as Monteverdi, Corelli,

Stockhausen, Gabrieli, Mozart, Terry Riley, and John Cage. Faculty performers also participate in these ensembles, offering two different series of concerts: those featuring a wide range of chamber music from past centuries, and the "Ears" series, specializing in mixed-media works of the avant-garde, incorporating electronics, film, slides, theater, and dance.

The Chamber Orchestra, composed primarily of students, presents concerts featuring works by a wide spectrum of composers: Bach, Beethoven, Copland, Haydn, Ives, Mozart, Schubert, and Stravinskii. The orchestra also performs with the College Chorale.

Contemporary music plays an important role in Bowdoin's musical life. Student composers often prepare performances of their own works in special concerts, using the services of student, faculty, and visiting instrumentalists. Many visiting composers appear on campus, often in conjunction with Bowdoin's Contemporary Music Festival. These have included Elliott Carter, Milton Babbitt, Virgil Thomson, George Crumb, William Albright, Morton Subotnick, and Ross Lee Finney. Bowdoin operates an electronic music studio with two synthesizers, tape decks, and mixing and editing facilities, used by students in the electronic music course and for independent study projects.

Bowdoin is also concerned with music composed before 1750 and has a fine collection of early instruments for student performance. Included are a number of recorders, krummhorns, cornetti, shawms, and rauschpfiefs. The collection also includes a single-manual Challis harpsichord and a dual-manual Broekman harpsichord built expressly for Bowdoin. Early music is stressed in the department's choral activities as well.

Bowdoin has three organs on campus. There is a 1927 Austin organ in the Chapel, the gift of Cyrus H. K. Curtis; an Allen electronic organ, gift of the Class of 1909, in Pickard Theater; and a 1975 tracker action Jeremy Cooper organ, gift of Chester William Cooke III '57, in the Gibson Hall recital room.

When an artist is invited to perform at Bowdoin, his visit often includes discussions with small groups of students, appearances in classes, and the reading of student compositions. The Curtis-Zimbalist Concert Series, established in 1964 and the principal program through which musicians are invited to perform at Bowdoin, has included the Wesleyan University Gamelan, the Festival Winds, the Elizabethan Dance Ensemble, the American Brass Quintet, and the Apple Hill Chamber Players.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their study of applied music. All students of applied music are also expected to participate in ensembles. The College provides practice rooms without charge. Instrumental and music lockers are available in Gibson Hall for a small fee.

The Bowdoin College Summer School of Music offers intensive training to talented young instrumentalists from all parts of the country. The Aeolian Chamber Players, resident faculty of the summer school, present recitals dur-

ing the summer. In addition, the players have given the world premieres of works commissioned by Bowdoin at Contemporary Music Festivals. Several of these works are published by the Bowdoin College Music Press, whose catalogue lists more than twenty works.

The Summer School of Music was founded in 1965 to give serious music students and advanced young instrumentalists an opportunity to develop as performers and musicians through a concentrated program of instrumental and chamber music lessons.

During the summer of 1980 enrollment was limited to about eighty students. Instruction was offered in violin, viola, cello, flute, clarinet, piano, and chamber music. Students were given the opportunity to perform in public at weekly recitals. Upon successfully completing the six-week course, students received one Bowdoin semester course academic credit, the equivalent of four hours, toward the bachelor of arts degree.

Student Life and Activities

Bowdoin provides for its students a campus life which combines traditional features of the liberal arts college with modern facilities and programs that enrich the experience of undergraduate life. The curriculum offers formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership. Along with the library, laboratories, art museum, visual arts center, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

Honor System: A student-initiated proposal, it places complete responsibility upon the individual student for integrity in all academic work, including the use of the library. During registration, each student signs a pledge signifying that he or she understands and agrees to abide by the Bowdoin College Honor System. In so doing, the student is pledging neither to give nor to receive unacknowledged aid in any academic undertaking. Further, the student pledges, in the event that he or she witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board, which also conducts hearings and recommends action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in the Bowdoin College Student Handbook.

Board members for 1981-1982 are: Mark H. Luz '82, *Chairman;* Ross S. Carol '82, Mark W. Corner '82, Donnamarie T. Lloyd '83, Donald W. Wiper III '83; alternate: Dirk G. Soenksen '83.

Social Code: A Bowdoin College Social Code developed by the cooperative efforts of students and faculty members governs undergraduate behavior on the campus. Each student is required to subscribe to the Social Code at registration just as he or she accepts the Honor Code.

Primary responsibility is placed upon each student for the conduct of his or her life. However, the college environment inevitably demands social responsibility from every student. The introduction to the code states: "The success of the Social Code requires the active commitment of all members of the community to the principles on which life at Bowdoin is based."

The responsibility to create a harmonious community among students with different backgrounds and conflicting private views of morality is given, in the first place, to the students. When conflicts arise between students, the code suggests that they be settled on the local level where they originate. Persistent and serious violations of this Social Code may be brought to the attention of the dean of students and eventually to the Student Judiciary Board for action.

Living and Dining Accommodations: The College provides living and dining accommodations for its students. Students have the option of requesting to live in coeducational or single-sex dormitories. Entering freshmen live in housing owned by the College. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union or Wentworth Hall. Students who request and accept room accommodations in the fall are obligated to pay a full year's rent for those accommodations. Further, students who live in campus dormitories or fraternities are required to hold a regular board bill with the Centralized Dining Service. Students living in College apartments are not required to take a regular board bill. The fraternity chapter houses furnish dining accommodations to their members and living accommodations for a large proportion of the sophomore and junior classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors).

Moulton Union: The Union is the community center of the College.

The main lounge, with its pleasant fireplace, is arranged for informal use as well as college gatherings: lectures, recitals, receptions, and banquets. The Lancaster Lounge, in the wing opposite the main lounge, and a smaller lounge add flexibility to the main floor area. Also on this floor are the scheduling and information desk and the campus telephone switchboard.

A large, self-service bookstore, which features a broad selection of paperbacks, is located in the southeast corner on the main floor and supplies textbooks and sundries to members of the College.

Extracurricular activities such as the Student Assembly, the Camera Club, and WBOR have offices in the Union. The Career Services Office and the Counseling Service maintain offices on the second floor of the building.

On the lower floor, food service is provided in a variety of dining rooms, one of which serves as a banquet room for groups of less than one hundred. Also on this floor are a game room, a darkroom, and a mail room.

The formulation of policies and the planning of the many-sided program of activities are the responsibility of the Moulton Union director assisted by the assistant dean of students and the Student Union Committee, consisting of representatives of the Independents and each fraternity. By sponsoring concerts, art exhibitions, tournaments, and other entertainments, the committee contributes to the social life of the entire college community.

Fraternities: Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the sophomore and junior class members live "at the house," while freshmen and some seniors only dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and interfraternity athletic competition. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, and cooperation with the administration and the faculty advisers in promoting worthy social and educational goals.

Independents: Nearly half of the students at Bowdoin choose not to join fraternities. They may take their meals at the Moulton Union or Wentworth Hall.

Student Assembly: Student social life at Bowdoin, the running of student organizations, and the gathering of student opinion to advise faculty and administrators on issues of general campus concern are entrusted to the students themselves. Undergraduate self-government is vested in the Student Assembly, which makes recommendations about student affairs to the student body and to the faculty. In addition, the Student Assembly participates in the broader governance of the campus through representatives chosen by the assembly to sit on the various committees of the faculty and the Governing Boards.

Student Judiciary Board: The Student Judiciary Board is responsible for introducing new students to the Honor System and Social Code. It also sits in judgment on those accused of violations of the Honor System or breaches of the Social Code. Its decisions take the form of recommendations to the dean of students. The board comprises three seniors and two juniors, all elected by the Student Assembly.

Student Representatives to Committees of the Faculty and Governing Boards: Most of the committees of the faculty and Governing Boards have invited student representatives to sit with them in their deliberations. This representation has facilitated the exchange of information and points of view between the various constituencies of the College.

Board of Proctors: The maintenance of order in the dormitories, the general comfort of dormitory residents, and informal peer counseling are the responsibility of the proctors, who are appointed by the dean of students.

Organizations

Afro-American Society: The Afro-American Society was formed by students in 1968 to make black students proud and aware of their heritage and to convey to the white community an understanding of that heritage by emphasizing black contributions to culture. The society is instrumental in the recruitment of black students and assists black freshmen in making adjustment to college life. The activities of the society are concentrated in the John Brown Russwurm Afro-American Center and are open to all members of the college community.

Bowdoin Film Society: The BFS sponsors films throughout the school year. Box office proceeds are used to buy films for the permanent collection and to finance some student film work. The society makes annual awards to Bowdoin students in the categories of best editing, best cinematography, best comedy, best documentary, and best film, for films produced as part of **English 13.**

Bowdoin Gay-Straight Alliance: The alliance, chartered in 1980, meets to discuss issues of sexual and affectional freedom and presents films and lectures.

Bowdoin Opinion Polling Organization: In its fifth year, BOPO seeks to assess the "quality of life" at Bowdoin through monthly random computer samplings of the students and faculty. Questions cover important campus, as well as national and international, issues.

Bowdoin Women's Association: The BWA sponsors lectures on topics of interest to the entire college community as well as informal gatherings where Bowdoin women can get to know one another and discuss their Bowdoin experiences. The Women's Resource Center, which functions under the aegis of the BWA, is located at 24 College Street.

Bugle: The *Bugle* is the college yearbook.

Celtic-American Society: The society sponsors activities to increase among students the awareness of Irish and Scottish contributions to culture.

Cheerleaders: A wildly exuberant group of men and women who help lead the Polar Bears to victory.

Foreign Student Association: The association sponsors intercultural events and helps Bowdoin foreign students adjust to American college life.

Interfraternity Council: The presidents of the fraternities meet regularly to discuss common problems and to review ways in which fraternities at Bowdoin may contribute more effectively to undergraduate life.

Kamerling Society: Named in honor of Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry Emeritus, the society is Bowdoin's student chapter affiliated with the American Chemical Society. The society sponsors lectures, films, and seminars for the college community.

Masque and Gown: This college dramatic organization has for more than seventy-five seasons provided undergraduates with opportunities to give practical expression to their interest in the theater. The Executive Committee hopes to continue its policy of producing full-length and one-act plays and of sponsoring the annual student-written one-act play contest; the committee also uses various experimental production techniques. Under the direction of the director of theater and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

Music: Music activities include the Meddiebempsters, a men's augmented double quartet; the Miscellania, a women's augmented double quartet; the Chamber Choir; the Chorale; the Bowdoin Marching Band; and the Chamber Orchestra.

Orient: *The Bowdoin Orient,* the college newspaper, is now in its 110th year of continuous publication. Opportunities for freshmen as reporters and for newcomers at the news desk continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

Outing Club: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and cross-country skiing.

Quill: The *Quill* is the college literary publication and is normally published once each semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

Radio: In WBOR, "Bowdoin-on-Radio," the College has a well-equipped FM radio station as the result of a gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The student-operated station broadcasts daily when the College is in session. Positions as announcers, engineers, newscasters, and sportscasters

are numerous and open to any student who has an FCC Third Class Permit with broadcast endorsement.

Religious Life: Religious activities at Bowdoin are controlled by the students. In recent years the Bowdoin Christian Fellowship, the Newman Association, and the Bowdoin Jewish Organization have been active. Each has planned activities appropriate to its membership. The Newman Association offers a weekly Folk Mass, operates a center which is open to students of all faiths, sponsors lectures, and presents an informal course in Catholic thought and teaching. It also sponsors Project Babe (Bowdoin and Bancroft Exchange), which offers an opportunity for students to work at a residential school in Owl's Head, Maine, for emotionally disturbed children.

SCATE: The Student Course and Teacher Evaluation, first published in 1962, is a publication designed to evaluate teachers and courses. A student committee is responsible for designing the questionnaire, distributing it to courses, and interpreting the responses.

Thymes: *The Bowdoin Thymes* is the daily newspaper/calendar of the college. It is a publication of the Dean of the College and employs two undergraduates as coeditors. Each weekday *The Thymes* is printed and delivered to dormitories, fraternities, and other buildings on campus.

Voluntary Service Programs: A wide range of social service activities are undertaken by students. Their voluntary nature is their essential characteristic. Students participating in them receive no compensation or academic credit. Each of the major programs is coordinated by a student leader, and the smaller or individual activities are organized by the voluntary service programs coordinator.

Currently these activities include the Big Brother-Big Sister program, which provides companionship and activities for children of elementary and junior high school age; the Pineland Project of student assistance in a nearby state hospital for the mentally retarded; programs which seek to help the elderly and infirm in the region; a school tutoring program; and Bowdoin Undergraduate Teachers, which is of particular interest to those interested in a teaching career since it provides opportunities for direct participation in local school classrooms.

Career Services

Although the selection of a career must necessarily be left to the individual, the College provides career service counseling and assistance. Vocational preference inventories are administered on campus. Workshops, which aid in defining life/career plans and refine basic job-hunting techniques, are offered. A dossier/reference-gathering service is available to all undergraduates.

Resource centers contain a variety of career materials. Students are encouraged to seek guidance on career-oriented summer or semester-break opportunities. Campus interviews with company and graduate and secondary-school representatives are coordinated. A weekly publication is available to all undergraduates providing a regular information link on career-search matters.

Alumni and parents provide valuable service both in offering on-campus, informal career-information sessions and through membership in the Bowdoin Advisory Service. This network provides on-site, career informational guidance and discussion. In addition, the college computer is utilized in locating alumni/ae in a given career or profession, and/or geographic location, who might meet with interested undergraduates.

All students are encouraged to consult the Career Services Office early in their college career and become acquainted with the range of services. Prehealth, prelaw, and prebusiness students are also urged to contact faculty advisers in these specialty fields. Part-time campus employment information is available through the Student Aid Office.

Lectureships

THE REGULAR INSTRUCTION of the College is supplemented each year by ten or twelve major lectures, in addition to lectures, panel discussions, and other presentations sponsored by the various departments of study and undergraduate organizations.

John Warren Achorn Lectureship: Established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life. (1928)

Charles F. Adams Lectureship: Established by the bequest of Charles F. Adams of the Class of 1912, it is used to support a lectureship in political science and education. (1978)

Charles R. Bennett Memorial Fund: Given by Mrs. Mary D. Bennett in memory of her husband, a member of the Class of 1907. The income is made available to the Department of Mathematics preferably for the purpose of meeting the expenses of a visiting mathematics lecturer. (1962)

Chemistry Lecture Fund: By vote of the Governing Boards the balance of a fund given for Department of Chemistry Lectures is used for special lectures in chemistry. (1939)

Dan E. Christie Mathematics Lecture Fund: Established by family, friends, colleagues, and former students in memory of Dan E. Christie, of the Class of 1937, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975. The income from the fund is used to sponsor lectures under the auspices of the Department of Mathematics. (1976)

Annie Talbot Cole Lectureship: Given by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts." (1906)

The Elliott Oceanographic Fund: Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a life-long interest in science and the sea. The fund is to be used in support of oceanographic edu-

cation, in its widest definition, for Bowdoin students. It is expected that at least part of the fund will be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971. (1973)

Cecil T. Holmes Mathematics Lecture Fund: Established by friends, colleagues, and former students, it honors Cecil T. Holmes, Ph.D., a member of the faculty for thirty-nine years and Wing Professor of Mathematics Emeritus since his retirement in 1964. It is used to provide lectures under the sponsorship of the Department of Mathematics. (1977)

Mayhew Lecture Fund: This lectureship was founded by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry. (1923)

Charles Weston Pickard Lecture Fund: Given by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Beginning with the academic year 1963-1964, and every four years thereafter, the income is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media." (1961)

John Brown Russwurm Distinguished Lecture Series: Established to honor the memory of Bowdoin's first black graduate, John Brown Russwurm, A.B. 1826, A.M. 1829, the goal of the series is to inform the Bowdoin and neighboring communities about the legacy and status of black people in America. (1977)

Edith Lansing Koon Sills Lecture Fund: Established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support lectures at the College. (1961)

The Harry Spindel Memorial Lectureship: Established by the gift of Rosalyne Spindel Bernstein and Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning. The income of the fund is to be used to support annual lectures in Judaic studies or contemporary Jewish affairs. (1977)

The Jasper Jacob Stahl Lectureship in the Humanities: Established by the bequest of Jasper Jacob Stahl, of the Class of 1909, the annual income from this fund is "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in En-

gland, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany." (1970)

Tallman Lecture Fund: This fund was established with a gift of $100,000 by Frank G. Tallman, A.M. (Bowdoin, 1935), as a memorial to the Bowdoin members of his family. The income is to be expended annually upon a series of lectures to be delivered by persons selected by the faculty. In addition to offering a course for undergraduates, the Visiting Professor on the Tallman Foundation gives public lectures on the subject of special interest. (1928)

The Bowdoin Prize: A fund, now amounting to $48,226, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 1978. Recipient of the award in 1978 was Asa S. Knowles, LL.D., Litt.D., Sc.D., D.B.A., Sc.D. in Bus. Ed., D.Ped., L.H.D., Sc.D. in Ed., of the Class of 1930.

The Paul Kendall Niven, Jr., Memorial Fund: This fund, which currently amounts to $7,503, was established in memory of a member of the Class of 1946 who was a distinguished radio and television journalist. The accumulated income is to be awarded once in every four years to the television or radio news commentator or figure who during the preceding four years is judged to have done the most outstanding job of interpreting and presenting the news to the public. It is hoped that the recipient will present a public lecture at the College at the time of receiving the award. (1971)

The first award was made in 1977 to Eric Sevareid.

UNDERGRADUATE PRIZES

Prizes in General Scholarship

Brooks-Nixon Prize Fund: A fund of $7,182 established by Percy Willis Brooks, of the Class of 1890, and Mary Marshall Brooks. The annual income is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Brown Memorial Scholarships: A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of $1,000 to the best scholar in each undergraduate class who shall have graduated at the high school in Portland after having been a member thereof not less than one year. The awards are made by the City of Portland upon recommendation of the College. (1865)

Almon Goodwin Prize Fund: This fund of $1,718 was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income is awarded to a Phi Beta Kappa man chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: A fund of $2,889 bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Leonard A. Pierce Memorial Prize: A prize, established by friends and associates, consisting of the income of a fund of $16,850. It is awarded annually to that member of the graduating class who is continuing his education in an accredited law school and who attained the highest scholastic average during his years in college. It is paid to the recipient on his enrollment in law school. (1960)

Departmental Prizes

Art History Junior-Year Prize: A prize funded annually by a donor wishing to remain anonymous and awarded to a student judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: A prize funded annually by a donor wishing to remain anonymous and awarded to a graduating senior judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1977)

Sue Winchell Burnett Music Prize: A prize consisting of the annual income of a fund of $1,662 established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Class of 1875 Prize in American History: A prize consisting of the annual income of a fund of $6,540 established by William John Curtis, LL.D., of the Class of 1875, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Copeland-Gross Biology Prize: A prize from a fund of $348 named in honor of two former Josiah Little Professors of Natural Science, Manton Copeland

and Alfred Otto Gross, Sc.D., is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Hannibal Hamlin Emery Latin Prize: A prize consisting of the annual income of a fund of $1,718 is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Fessenden Prize in Government: A prize of $50, the gift of Richard Dale, of the Class of 1954, is given by the Department of Government to that graduating senior who as a government major has made the greatest improvement in his studies in government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain federal services, and who is a United States citizen. (1964)

Goodwin French Prize: A prize consisting of the annual income of a fund of $939 given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

Nathan Goold Prize: A prize consisting of the annual income of a fund of $3,723 established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

Edwin Herbert Hall Physics Prize: A prize, named in honor of Edwin Herbert Hall, LL.D., of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best sophomore scholar in the field of physics. The prize consists of the income of a fund amounting to $3,035. (1953)

Edward Sanford Hammond Mathematics Prize: The income of a fund amounting to $3,255 is used to purchase a book that is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Jefferson Davis Award: A prize consisting of the three-volume *Biography of Jefferson Davis* by Hudson Strode and the annual income of a fund of $9,362 is awarded to the student excelling in constitutional law. (1973)

Sumner Increase Kimball Prize: A prize consisting of the annual income of a fund of $4,043 established by Sumner Increase Kimball, Sc.D., of the Class of 1855, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Eaton Leith French Prize: The annual income of a fund of $3,133 is awarded to that member of the sophomore or junior class who, by his proficiency and scholarship, achieves outstanding results in the study of French literature. The prize was established in 1962 and endowed in 1966 by James M. Fawcett III, of the Class of 1958, to honor Eaton Leith, professor of Romance languages emeritus. (1962)

Anne Bartlett Lewis Memorial Fund: The annual income of a fund of $3,255 for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. The fund was established by her husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. (1981)

Noel C. Little Prize in Experimental Physics: A prize amounting to the income of a fund of $561 named in honor of Noel C. Little, Sc.D., of the Class of 1917, professor of physics emeritus, and Josiah Little Professor of Natural Science Emeritus, to be awarded "to a graduating senior who has distinguished himself in experimental physics." (1968)

Charles Harold Livingston Honors Prize in French: The annual income of a fund of $1,666 is awarded to encourage independent scholarship in the form of honors theses in French. The fund was established by former students of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement. (1956)

Donald and Harriet S. Macomber Prize in Biology: A fund of $6,662 established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, and Steven J. Zottoli '69. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If in the opinion of the department in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

Philip Weston Meserve Fund: A prize consisting of the annual income of a fund of $1,424 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

Noyes Political Economy Prize: A prize consisting of the annual income of a fund of $1,718 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in political economy. (1897)

The Old Broad Bay Prizes in Reading German: The income from a fund of $1,561 given by Jasper J. Stahl, Litt.D., of the Class of 1909, and by others to be awarded to students who in the judgment of the department have

profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

Pray English Prize: A prize consisting of the annual income of a fund of $1,860 given by Thomas Jefferson Worcester Pray, M.D., of the Class of 1844, is awarded to the best scholar in English literature and original English composition. (1889)

Sewall Greek Prize: A prize of $25 from the income of a fund of $2,250 given by Jotham Bradbury Sewall, S.T.D., of the Class of 1848, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

Sewall Latin Prize: A prize of $25 from the income of a fund of $2,250 given by Professor Sewall is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

David Sewall Premium: A prize consisting of the annual income of a fund of $1,788 is awarded to a member of the freshman class for excellence in English composition. (1795)

Bertram Louis Smith, Jr., Prize: A fund of $5,863 established from the bequest of Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English literature. The annual income of this fund is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

Smyth Mathematical Prize: A fund of $10,064, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. A prize of three hundred dollars is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Lea Ruth Thumim Biblical Literature Prize: A prize consisting of the annual income of a fund of $1,298 given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Prizes in Debating and Speaking

Edgar Oakes Achorn Prize Fund: The income of a fund of $1,754 is distributed as prizes to the winning team in an annual debate between the sophomore and freshman classes. If this debate should fail in interest or scholastic benefit, the prizes may, at the discretion of the faculty, be withdrawn, and the income awarded annually as a prize for the best essay by a member of the sophomore or freshman classes on "Chapel Exercises, Their Place at Bowdoin"; or on any other subject germane to the place of religion in a liberal education. (1932)

Alexander Prize Fund: This fund of $2,149 was established by DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to freshmen, sophomores, and juniors. (1905)

Bradbury Debating Prize: The annual income on $2,964 of a fund of $7,411 given by James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, two-thirds of the income; second team, one-third of the income. (1901)

Class of 1868 Prize: A prize supported from the income of a fund of $1,561 contributed by the Class of 1868, is awarded to the author of the second-best Commencement Part. (1868)

Hiland Lockwood Fairbanks Prize Fund: This fund of $3,446 was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income one-half is awarded as a single prize for excellence in **English 11** and the remaining one-half, in a two-to-one ratio, is awarded as first and second prizes to the two outstanding students in **English 10.** (1909)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, a prize of $200 is awarded to the author of the best Commencement Part. (1882)

Stanley Plummer Prizes: The annual income of a fund of $1,525 established by Stanley Plummer, of the Class of 1867, is awarded to the two outstanding students in **English 12.** First and second prizes are awarded in a two-to-one ratio. (1919)

Essay Prizes

Philo Sherman Bennett Prize Fund: This fund of $870 was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to juniors and seniors. (1905)

Brown Composition Prizes: Two prizes from the annual income of a fund of $2,067 established by Philip Greely Brown, A.M., of the Class of 1877, in memory of Philip Henry Brown, Esq., A.M., of the Class of 1851, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

General R. H. Dunlap Prize: This fund of $5,549 was established by Katharine Wood Dunlap in memory of her husband, Robert H. Dunlap, Brigadier General, U.S.M.C. The annual income is to be awarded to the student who writes the best essay on the subject of "service." (1970)

Horace Lord Piper Prize: A prize consisting of the income of a fund of $2,077 established by Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Prizes in Creative Arts

Bowdoin Orient Prizes: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of *The Bowdoin Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

Abraham Goldberg Prize: A prize of $10, from a bequest of Abraham Goldberg, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Hawthorne Prize: The income of a fund of $437 given in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the sophomore, junior, and senior classes. (1903)

Masque and Gown Figurine: A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Cash prizes are awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Alice Merrill Mitchell Prize: A prize consisting of the annual income of a fund of $2,619, given by Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee of which the director of theater is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students. The award is presented annually, if applicable, to one or more upperclassmen having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

Poetry Prize: The annual income of a fund of $421 is given each semester for the best poem on Bowdoin written by an undergraduate. (1926)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, the award is presented annually to one or more freshman members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. The award consists of the income from a fund of $3,161. (1967)

Forbes Rickard, Jr., Poetry Prize: A prize consisting of the annual income of a fund of $787 given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Mary B. Sinkinson Short Story Prize: A prize consisting of the annual income of a fund of $2,400 established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each

year for the best short story written by a member of the junior or senior class. (1961)

Awards for Character and Leadership

Society of Bowdoin Women Athletic Award: An award presented each May to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the Dean of Students. (1978)

Leslie A. Claff Track Trophy: A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane, of the Class of 1896, and mother of Nathan Dane II, of the Class of 1937, the Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Francis S. Dane Baseball Trophy: A trophy presented to the College by friends and members of the family of Francis S. Dane, of the Class of 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the Dean of the College, the Director of Athletics, and the Coach of Baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: The William J. Fraser Basketball Trophy, presented by Harry G. Shulman, A.M. (Bowdoin 1971), in memory of William J. Fraser, of the Class of 1954, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the athletic director, and the dean of the College. (1969)

Andrew Allison Haldane Cup: A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Lucien Howe Prize: A fund of $7,329, given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and

character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Winslow R. Howland Football Trophy: A trophy presented to the College by his friends in memory of Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: A cup given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Samuel A. Ladd Tennis Trophy: A trophy presented by Samuel Appleton Ladd, Jr., of the Class of 1929, and Samuel Appleton Ladd III, of the Class of 1963, awarded to a member of the varsity team who during the year by his sportsmanship, cooperative spirit, and character has done the most for tennis at Bowdoin. The award winner's name is to be inscribed on the trophy. (1969)

George Levine Memorial Soccer Trophy: A trophy presented by Lieutenant Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Robert B. Miller Trophy: A trophy, given by former Bowdoin swimmers, in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Hugh Munro, Jr., Memorial Trophy: A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D., dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Col. William Henry Owen Premium: An award of the income of a fund of $957 established by Frederick Wooster Owen, M.D., in memory of his brother, a member of the Class of 1851, is awarded at commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

Wallace C. Philoon Trophy: Given by Wallace Copeland Philoon, M.S., Major General, U.S.A., of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Reid Squash Trophy: Established in 1975 by William K. Simonton, of the Class of 1943, to be awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of the College.

Franklin Delano Roosevelt Cup: A cup, furnished by the Bowdoin chapter of Alpha Delta Phi Fraternity, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient will be elected by a vote of the coach, the athletic director, and the dean of the College. (1969)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. (Bowdoin 1971), in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient will be selected by the director of athletics and the dean of the College. (1975)

Paul Tiemer, Jr., Men's Lacrosse Trophy: Given by Paul Tiemer, of the Class of 1928, in memory of his son Paul Tiemer, Jr., this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is to be selected by the varsity lacrosse coach, the director of athletics, and the dean of the College. (1976)

Prizes in Extracurricular Activities and Scholarship

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

Orren Chalmer Hormell Cup: A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a freshman, competed in freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Roliston G. Woodbury Memorial Award: Established in 1963 as the Roliston G. Woodbury Award by the Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry, it was renamed the Roliston G. Woodbury Memorial Award following his death in 1968. The annual award consists of a $50 U. S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities. (1963)

Miscellaneous Prize

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their freshman year. This award was established by the Abraxas Society. (1915)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and May. Candidates must have completed twenty-four semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed a minimum of two semesters' work. The Scholarships are determined on the basis of a student's entire record at Bowdoin. To be named a James Bowdoin Scholar a student must obtain three-quarters Honor grades including one-quarter High Honor grades. A student must obtain two additional High Honor grades to balance each grade of Pass in addition to the three-quarter Honor grades.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every undergraduate who has carried a full course program and has received a grade of High Honors in each of his courses during the last academic year.

THE APPLIED ENVIRONMENTAL SCIENCE FUND

This fund was established in 1981 by gifts from Robert C. Porter of the Class of 1934, the Ivy Fund, Suburban Propane Gas Corporation, March & McLennan Companies, Inc., and Eberstadt Asset Management, Inc. It is to be used to support the research and instructional program of the Marine Research Laboratory and the Hydrocarbon Research Center.

FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $278,607 was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary and amounting to $119,507, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty.

SUMNER TUCKER PIKE FUND

This fund, amounting to $1,302, was established by an anonymous donor in 1966 in recognition of the many significant services to the country and to the College of Sumner T. Pike, LL.D., of the Class of 1913. The principal and/or income of this fund is to be applied at the discretion of the president of Bowdoin College, with preference given to support of research and/or publications of studies in the social sciences (including history).

UNDERGRADUATE RESEARCH ASSISTANCE

Surdna Foundation Undergraduate Research Fellowship Program

An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship program in recognition of two gifts of the Surdna Foundation. The income from a fund of $224,790, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend man's knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Surdna Fellowship does not preclude working for Honors and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

Alfred O. Gross Fund

This fund of $8,481, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent

Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

Fritz C. A. Koelln Research Fund

This fund, which amounts to $2,701, was established in 1972 by John A. Gibbons, Jr., of the Class of 1964, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages Emeritus, who was an active member of the Bowdoin faculty from 1929 until 1971. A maximum grant of $250 may be awarded annually to a faculty-student research team to support an interdisciplinary research project. At the discretion of the granting committee, the award may be to defray travel and research expenses, to purchase books and equipment, to pay costs of publishing research results, as a direct stipend to the students or any combination of the above. In no case shall the award take the form of a direct stipend to the faculty member.

Edward E. Langbein Summer Research Grant

An annual gift of the Bowdoin Parents' Fund is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work. Formerly the Bowdoin Fathers Association Fund, the grant was renamed in 1970 in memory of a former president and secretary of the association.

Research, Educational, and Conference Facilities

BETHEL POINT MARINE RESEARCH STATION

The College's marine research facility is located approximately ten miles from the campus on a seventeen-acre parcel of land with considerable shore frontage. Two laboratories are situated on the land. All major coastal environments of Maine are represented in microcosm, offering a unique opportunity for study. In conjunction with the hydrocarbon research performed by Bowdoin's Department of Chemistry, the staff of the Bethel Point facility studies the chemical and biological consequences of oil spills on marine environments. While much of this study has been performed at the station and other points on the Maine coast, Bowdoin research teams have investigated spills in France, Puerto Rico, and various locations along the eastern seaboard of the United States.

Directed by Dr. Edward S. Gilfillan, the Bethel Point Marine Research Station provides opportunities for independent study during the academic year and some summer research positions for Bowdoin students.

BOWDOIN SCIENTIFIC STATION

The College maintains a field station at Kent Island, off Grand Manan, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct field work on biological problems. Kent Island, containing about two hundred acres and several buildings, was presented to the College in 1935 by John Sterling Rockefeller. Charles E. Huntington, professor of biology, is the director of the station.

Kent Island is a major seabird breeding ground and the home of various land birds. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The terrestrial habitats are surprisingly varied for an island of this size.

No formal courses are offered at the station, but students from Bowdoin and other institutions are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved work at the station is acceptable for credit as independent study. Field trips of short duration to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Faculty members and graduate students from other institutions have

often used the facilities of the station in their research. They have helped the undergraduate members of the station through informal instruction and as examples of experienced investigators at work.

Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see pages 259-260). Other funds which support the Bowdoin Scientific Station are the Kent Island Fund, the Heizaburo Saito Fund, and the Roy Spear Memorial Fund.

COLEMAN FARM BANDING STATION

During the course of the academic year, students conduct field study in ornithology at a site three miles south of the campus, utilizing a tract of College-owned land which extends to the sea. Numerous habitats of resident birds are found on the property, and it is a stopover point for many migratory species. Organized by students in 1975, the Coleman Farm Banding Station is equipped by the College and operates under the direction of Dr. Huntington.

BRECKINRIDGE PUBLIC AFFAIRS CENTER

The Breckinridge Public Affairs Center was given to Bowdoin in 1974 by Mr. and Mrs. Jefferson Patterson of St. Leonard, Maryland, and Washington, D. C. Situated on a twenty-three-acre estate on the York River in southern Maine, the center includes a twenty-five room main house, a formal garden, playhouse, gymnasium, tennis court, loggia, and large circular swimming pool. Built in the French tradition with capped chimneys, hipped dormers, and a mansard roof about the portico, the main house was designed by Guy Lowell in 1905 and reconstructed in 1927 following a fire. Among the many stunning and harmonious furnishings in the house are sixteenth-century Italian hangings, an eighteenth-century French tapestry, and a rectangular dining room table, the top of which was carved from a single block of veined Italian marble. Paintings in the drawing room include a Sully portrait of former Princeton President Samuel Stanhope Smith and a Jouett portrait of Mrs. John Breckinridge, both antecedents of Mrs. Patterson.

Bowdoin uses the center, which was dedicated to the memory of members of Mrs. Patterson's family, for a variety of educational and cultural programs such as seminars, workshops, institutes, lectures, concerts, forums, and conferences. Many of the programs are shared with residents of York and surrounding communities.

WCBB-TV

WCBB-TV, a public television station which serves southern Maine, is licensed to the Colby-Bates-Bowdoin Educational Telecasting Corporation,

formed by the three colleges in 1961. At the time of its founding it was the first educational television station in Maine, the third in New England, and the sixth in the nation. Supported in large part by gifts from its viewing audience of approximately one-half million, WCBB-TV works in close cooperation with the state-supported members of the Maine Public Broadcasting System to bring in-school and home-study courses to students in its viewing area. In addition, the station is affiliated with the Eastern Educational Television Network and the National Association of Educational Broadcasters.

Degrees Conferred in May 1981

BACHELOR OF ARTS

Anna Charlotte Agell
Bret Ellen Alexander
Katrina Renée Altmaier
Angela Tarrae Anastas
Carol Grace Anderson
Marjorie Wyckoff Appleton
John Christopher Arnholz
James Bruce Aronoff
Kiyoko Asao
David Thomas Auble
Debra Jean Ayles '80
Margaret Elizabeth Barclay
Joseph Barimah
David Harris Barnes
Roger D. Barris
Josephine M. Bassinette
Thomas Durham Battle
John Dutton Baxter
Mark William Bayer '79
David Alston Beal
Sarah H. Beard
Douglas Case Belden
Marie Elizabeth Stevens Bengtsson
John Ryan Benoit
Philip Grant Bergman
Julie Mira Berniker
Andrea May Bescherer
Jessica Leigh Birdsall
Jane Stuart Blake
Anthony Blofson '79
John Roe Blomfield
Lawrence Alan Bock
Gayle Sandra Brodzki
Scott Budde
Alexander Austin Bunin
Tracy Jean Burlock
Jonathan David Bush
Daniel Roberto Casals
David Coleman Cenek
Timothy Hovey Chapin
Levon Chertavian, Jr.
Stephen James Chisholm
Nathan Alexander Cleveland
Robert Marcus Coben
Mark W. Coffin
Joseph Otto Cogguillo III
Andrew Monroe Cole
Charlotte Frances Cole '82
Peter Lee Colesworthy '79
Michael Joseph Collins
Peter Dalton Cooper
Richard M. Curley
Charlotte Paine Cushman
Rebecca Lucille Dabora
David Gerard Dankens
Stewart Curtis Dary
Charles Geoffrey Davidson
Peter Fletcher Davidson
Catherine Ann Davis
David Alan Davis
Elizabeth Eugenia Davis
Mary Katherine Devaney
Anne Rogers Devine
Rand Jonathan Diamond
Emily Drake Dickinson
Matthew Jude Diserio
Dudley Jay Doane
Donald Davidson Dodge III
Robert William Donnelly
John Donovan '80
Christopher Lawrence Doyle
David VanHorn Allen Doyle
Anne Hallman Dreesen '80
Elizabeth Anne Dujmich

Donald Dubose Duncan
Timothy John Durkin
George Franklin Eaton II
Bradford Palmer Egan
Floyd Elliot
Henry Corser Ellison III
Kristin Elizabeth Ellison
Douglas John Evans '80
Michael Robert Evans
Roger David Eveleth
Laura Jeanne Fairman
Julia Ransom Farnsworth
Anne Patricia Feeney
David MacPherson Fickett
Elizabeth Crandell Flanders
Stephen Patrick Fleming
William Paul Foley
Caroline Foote
Michael Albert Fortier
David Vernam Foster
Kimberly Ann Foster
Scott Erald Foster
Mark Vincent Franco
Philippe Andre Frangules
Juliann Fraser
John Joseph Freni
Laurie Ann Friedman
John Gerard Frost
Lydia Caswell Frye
Anne Marie Gagnon
Bertrand Garciá-Moreno Esteva
Peter Richard Geannelis
Marina Elizabeth Georgaklis
Jane Ellen Getchell
Elizabeth Katherine Glaser
Barry Leonard Glass '80
Rena Ellen Glickman
Philip Cross Goodwin
Elisabeth Lorraine Gorfinkle
Jeffrey Scott Gorodetsky
James Lee Goss
Julia Judd Greene
Nancy Ann Griffin
Theresa Margaret Guen
Frederick Woolworth Guinee
Fernando Enrique Gutierrez
Roger Carl Hanson '80
Stephen King Harriman
Susan Alice Hays
James Ernst Helmreich
Karen Elizabeth Helsing
Holly L. Henke
William Bryson Heuer
John Richard Hickling
Horace Wing Hildreth '80
Jonathan Daniel Hill
Lisa Knight Hill
Nicholas Manning Hill
Laura Lynn Hitchcock
Herman Frank Holbrook II
Andrew James Holman
Amy Morris Homans
Paul Anthony Howard
Andrew Howarth
R. Brian Hubbard
Priscilla Ruth Hubley
Nancy Sherrill Huddleston
Jeffrey Woodard Hull
Walter Howard Hunt
Stuart Ian Hutchins
Douglas Lee Ingersoll
Robert Fuller Istnick
Philip Randall Jacob
Hugh Gaston Jessiman
Sally Anne Johnson
Gregory Kevin Jones
Huw Richard Jones
Mark S. Jordan
Wendy Anne Jordan
John Charles Karris
Steven John Keable
Thomas Patrick Kelly III
Kevin Michael Kennedy
Elizabeth Anne Keohan
Thomas Mason Keydel
Ruth Ellen Kocher

Suzanne Beth Kort
David Alan Kovner
David Kunicki '80
Robert H. Laing '77
Eileen Frances Lambert
Cornelia Sabine Langer
Peter Gordon Larcom
Michael David Largey
Judith Eve Laster
Timothy Michael Laurion
Lynn Ann Lazaroff
Hana M. Laznickova
Lucy Ogden Lee '80
Julia Loveland Leighton
Charles Edward Anthony Lepore
Diane Marie Levesque
Edward John Lill
Eric Steven Lotz
David William Luchak
Kathryn Grant Ludwig
Peter James Lynch
Emmett Eugene Lyne
Laurence Winzer Lytton
Arnold C. MacDonald
James Andrew MacLean
Milton Marks III
Daniel Martinez
Gail Francis Mattson
Wayne Thomas Matusek
Susan Helen Doherty McCabe
Michael Andrew McCormack
Margaret Ellen McCormick
Bradley William McCoy '78
Mark E. McGoldrick
Jane Ellen McKay
Clifton Leo McLellan
Patrick John McManus
David S. McMillan
Marguerite Jeanne McNeely
Stephen Charles McNeil
Ramsey McPhillips '80
Thomas Edgar Meads
Douglas Derek Mercer
Chris Alan Messerly
Stephen David Meyer '80
Randall Blair Mikami
Bruce Arnold Miller
David John Miller
John Johnston Miller
Deborah Dunbar Mish
Elizabeth Jeanne Moore
Elisabeth Larrieux Morgan '80
Mary Louise Morris
Daniel Raymond Mummery
Kevin Robert Murphy
Timothy Thomas Myers
Helen Louise Nablo
Kirby Nelson Nadeau
Sarah Katharine Nadelhoffer
Mary Sandra Nedik
Martha MacKay Nesbitt
Amanda Jane Ng
Mary Gentry Noble
Sharon Hanayo Nomura '80
Gladys Kimberley Noyes '80
Theresa T. Ouellette
Anthony George Walter Palmer
Ioannis Athanasiou
Papayannopoulos
Christian Charles Pappas
William Leslie Parkin, Jr.
Charles Rodney Patton
Heather Paxson '80
Lisa Payne '80
Helen E. Pelletier
David Dalvey Peterson, Jr.
Mark Wayne Porter
Thomas Stephen Price '80
Mark Rabitor
Kevin Mark Rahill
Stephanie Beryl Ramer
Kevin L. Rand
Laura Teresa Raynolds
Francis Xavier Ricci
Joel Edward Richardson
Anne Victoria Robinson

Joanne K. Robinson '80
Gary Stuart Rodman
Karen Elisabeth Roehr
Edward William Rogers, Jr.
Lisa Jo Rosen
James Michael Roux
Harris Gray Rubin '80
Thomas L. Sabel
Richard Michael Salsman
Elizabeth Sanborn
Barbara Sawhill
David Allen Schafer
Barbara Ann Schroeder
David Mark Schuster '80
Thomas Andrew Sciolla
Douglas Randall Scott
Mark Andrew Segal
Maurice Arthur Selinger III
Andrew Evan Serwer
Saralee Gayle Sesnovich
Robin Blair Seymour
Vasgen Aram Shamamian
Daniel John Shannon '78
Susan Elizabeth Shaver
Susan Carol Sheinbaum
Louise Ellen Shiverts
John Adam Sholley
Vivian Siegel
Samuel Mark Simkins
Joanne Ines Simonelli
Edith Anne Smith
Tracy Malcolm Smith
Glen Tritch Snyder
Jeanine Roxanne Sobell
Christopher James Spanos
Daniel Burke Spears
David Kenneth Spencer '80
John Richard Staley
Gordon Schuyler Stearns
Nancy Louise Stec
Owen Robert Stevens
Andrea Lynn Swanson
George Melvin Taylor, Jr.
Michael Eric Thomas
Norma Jean Thompson
Persis Lawrence Thorndike '80
Hollis Weeks Titman
Christopher S. Tolley
Karinne Rae Tong
Peter Jonathan Toren
Charles Grant Townsend
Lisa Marie Trusiani
Richard Allen Udell '80
Jonathan Miles Uhrig
Jozsef P. Urmos
Jordan Harris Van Voast
Charles Michael Vassallo
Mark C. Viale
William Walter Vigne
Rune Voll '79
Ernest Paul Votolato
Barbara Brigitte Walker '80
Benjamin Harrison Walker, Jr. '80
David Scott Walker '80
Gretta Jane Wark
Nancy Leigh Watkins
Suzanne Maurine Wehrs
Eric Lewis Weinshel
Elizabeth Anne Wheeler
Andrew Blake White
Thomas L. Wight
Brina Elizabeth Williams
Margaret Elder Williams
Gail Maria Williamson
Kathleen Anne Williamson
Timothy Michael Wilson
Stephen Robert Winslow
Forwood Cloud Wiser III '80
Anne Wallace Wohltman
Katherine Cameron Woodhouse
Terri Lois Young

RECIPIENTS OF HONORARY DEGREES

Willis Robert Barnstone
Doctor of Literature

John Paul Bibber
Doctor of Civil Law

Mary Therese McCarthy
Doctor of Literature

Sidney William Wernick
Doctor of Laws

Appointments, Prizes, and Awards

PHI BETA KAPPA

Kiyoko Asao
Roger D. Barris
David Alston Beal
Andrea May Bescherer
Robert Marcus Coben
Peter Lee Colesworthy '79
Elizabeth Eugenia Davis
Anne Hallman Dreesen '80
Julia Ransom Farnsworth
Caroline Foote
Michael Albert Fortier
Herman Frank Holbrook II
Peter Francis Honchaurk '80
John Charles Karris
Eric Steven Lotz
James Andrew MacLean
Patrick John McManus
Kevin Robert Murphy
Mark Wayne Porter
Thomas L. Sabel
Douglas Randall Scott
Susan Elizabeth Shaver
Vivian Siegel
David Kenneth Spencer '80
David Michael Stone '80
Suzanne Maurine Wehrs
Eric Lewis Weinshel
Elizabeth Anne Wheeler
Timothy Michael Wilson

HONORARY APPOINTMENTS

Summa Cum Laude

Marjorie Wyckoff Appleton
Roger D. Barris
David Alston Beal
Andrea May Bescherer
Peter Lee Colesworthy '79
Elizabeth Eugenia Davis
Anne Hallman Dreesen '80
Julia Ransom Farnsworth
Caroline Foote
Scott Erald Foster
Herman Frank Holbrook II
Eric Steven Lotz
Patrick John McManus
Kevin Robert Murphy
Mark Wayne Porter
Thomas L. Sabel
Douglas Randall Scott
Susan Elizabeth Shaver
Vivian Siegel
Richard Allen Udell '80
Benjamin Harrison Walker, Jr. '80
Suzanne Maurine Wehrs
Elizabeth Anne Wheeler
Timothy Michael Wilson

Magna Cum Laude

Anna Charlotte Agell
Angela Tarrae Anastas
Kiyoko Asao
Margaret Elizabeth Barclay
John Dutton Baxter
Sarah H. Beard
Lawrence Alan Bock
Tracy Jean Burlock

Robert Marcus Coben
Charlotte Paine Cushman
Rebecca Lucille Dabora
Stewart Curtis Dary
Rand Jonathan Diamond
Robert William Donnelly
David VanHorn Allen Doyle
George Franklin Eaton II
Bradford Palmer Egan
Henry Corser Ellison III
Laura Jeanne Fairman
Anne Patricia Feeney
Stephen Patrick Fleming
Michael Albert Fortier
David Vernam Foster
Laurie Ann Friedman
Bertrand Garciá-Moreno Esteva
James Lee Goss
Frederick Woolworth Guinee
Susan Alice Hays
William Bryson Heuer
Jonathan Daniel Hill
Laura Lynn Hitchcock
Amy Morris Homans
Priscilla Ruth Hubley
Jeffrey Woodard Hull
Philip Randall Jacob
Mark S. Jordan
Wendy Anne Jordan
John Charles Karris
David Kunicki '80
Eileen Frances Lambert
Lynn Ann Lazaroff
Julia Loveland Leighton
Diane Marie Levesque
Laurence Winzer Lytton
James Andrew MacLean
Gail Francis Mattson
Helen Louise Nablo
Mary Gentry Noble
Ioannis Athanasiou Papayannopoulos
Lisa Payne '80
Laura Teresa Raynolds
Francis Xavier Ricci
Harris Gray Rubin '80
David Allen Schafer
Vasgen Aram Shamamian
Glen Tritch Snyder
David Kenneth Spencer '80
Norma Jean Thompson
Karinne Rae Tong
Lisa Marie Trusiani
Rune Voll '79
Barbara Brigitte Walker '80
Nancy Leigh Watkins
Eric Lewis Weinshel
Kathleen Anne Williamson
Terri Lois Young

Cum Laude

John Christopher Arnholz
James Bruce Aronoff
David Thomas Auble
Thomas Durham Battle
Mark William Bayer '79
John Ryan Benoit
Scott Budde
Levon Chertavian, Jr.
Charlotte Frances Cole '82
Michael Joseph Collins
Peter Fletcher Davidson
Catherine Ann Davis
David Alan Davis
Dudley Jay Doane
Donald Davidson Dodge III
Elizabeth Anne Dujmich
Floyd Elliot
Kimberly Ann Foster
Lydia Caswell Frye
Marina Elizabeth Georgaklis

Jane Ellen Getchell
Elizabeth Katherine Glaser
Rena Ellen Glickman
Elisabeth Lorraine Gorfinkle
Julia Judd Greene
Nancy Ann Griffin
Andrew James Holman
Nancy Sherrill Huddleston
Steven John Keable
Ruth Ellen Kocher
David Alan Kovner
Robert H. Laing '77
Michael David Largey
Hana M. Laznickova
David William Luchak
Kathryn Grant Ludwig
Emmett Eugene Lyne
Arnold C. MacDonald
David S. McMillan
Stephen Charles McNeil
Stephen David Meyer '80
Deborah Dunbar Mish
Sarah Katharine Nadelhoffer
Mary Sandra Nedik
Martha MacKay Nesbitt
Theresa T. Ouellette
Charles Rodney Patton
Helen E. Pelletier
Stephanie Beryl Ramer
Joel Edward Richardson
Anne Victoria Robinson
Karen Elisabeth Roehr
Lisa Jo Rosen
James Michael Roux
Elizabeth Sanborn
Saralee Gayle Sesnovich
Susan Carol Sheinbaum
Louise Ellen Shiverts
Daniel Burke Spears
John Richard Staley
Owen Robert Stevens
Andrea Lynn Swanson
Jozsef P. Urmos
Charles Michael Vassallo
Anne Wallace Wohltman

HONORS IN MAJOR SUBJECTS

Afro-American Studies: *High Honors,* Charles Rodney Patton.

Anthropology/Sociology: *Highest Honors,* Laura Lynn Hitchcock.
Honors, Douglas John Evans '80, Anne Victoria Robinson.

Art History: *Highest Honors,* Lydia Caswell Frye.
Honors, Marjorie Wyckoff Appleton, Gayle Sandra Brodzki.

Biochemistry: *Highest Honors,* Lawrence Alan Bock, Vivian Siegel.
High Honors, Kiyoko Asao, David Thomas Auble, Bertrand Garciá-Moreno Esteva, Terri Lois Young.
Honors, Eric Lewis Weinshel.

Biology: *Highest Honors,* James Andrew MacLean.
Honors, Donald Davidson Dodge III.

Chemistry: *Highest Honors,* Caroline Foote, William Bryson Heuer.
High Honors, John Charles Karris, Ioannis Athanasiou Papayannopoulos, Douglas Randall Scott, Vasgen Aram Shamamian.
Honors, Andrew James Holman, Gary Stuart Rodman.

Creative Visual Arts: *High Honors,* John Joseph Freni, Stephanie Beryl Ramer.
Honors, Anna Charlotte Agell, Donald Dubose Duncan, Elizabeth Crandell Flanders, Laura Lynn Hitchcock, Karen Elisabeth Roehr, Harris Gray Rubin '80, Susan Carol Sheinbaum, Jeanine Roxanne Sobell.

Economics: *High Honors,* Thomas L. Sabel.
Honors, Elizabeth Eugenia Davis.

English: *High Honors,* Elizabeth Anne Wheeler.
Honors, Julie Mira Berniker, Andrea May Bescherer, Floyd Elliot, Lynn Ann Lazaroff, Mary Gentry Noble, Barbara Brigitte Walker '80, Anne Wallace Wohltman.

Environmental Studies: *High Honors,* Elizabeth Eugenia Davis.

Geology: *High Honors,* Glen Tritch Snyder.

German: *High Honors,* Anne Patricia Feeney, John Charles Karris.

Government: *High Honors,* Angela Tarrae Anastas.
Honors, Emily Drake Dickinson, Scott Erald Foster.

History: *High Honors,* Andrew Monroe Cole, David VanHorn Allen Doyle, Frederick Woolworth Guinee, Norma Jean Thompson.
Honors, Levon Chertavian, Jr., Rena Ellen Glickman, Stephen King Harriman, Karen Elizabeth Helsing, Nicholas Manning Hill, R. Brian Hubbard, Walter Howard Hunt, Milton Marks III, Timothy Thomas Myers, Andrew Evan Serwer.

Latin American Studies: *High Honors,* Barbara Sawhill.

Mathematics: *High Honors,* Vivian Siegel.
Honors, Ruth Ellen Kocher.

Music: *High Honors,* Michael David Largey.

Physics: *High Honors,* Timothy Michael Wilson.
Honors, Joel Edward Richardson, David Allen Schafer, John Richard Staley.

Physics-Chemistry: *High Honors,* David S. McMillan.

Psychobiology: *Honors,* Nancy Louise Stec.

Psychology: *High Honors,* Stephen Patrick Fleming.

Romance Languages: *Highest Honors,* Nancy Leigh Watkins.
High Honors, Diane Marie Levesque.

Sociology: *High Honors,* Kiyoko Asao, Amy Morris Homans, Mark Wayne Porter, Laura Teresa Raynolds.

APPOINTMENTS, PRIZES, AND AWARDS

Graduate Scholarships
Arts and Sciences

Charles Carroll Everett Scholarship: Scott Erald Foster.

Timothy and Linn Hayes Graduate Scholarship: Claudia Jean Beckwith '77.

Guy Charles Howard Scholarship: Timothy Fallon '80.

Henry W. Longfellow Graduate Scholarship: Joseph Anthony Farrell, Jr. '77.

Wilmot Brookings Mitchell Graduate Scholarship: Barrett Fisher II '80.

Galen C. Moses Graduate Scholarship: Vivian Siegel.

O'Brien Graduate Scholarships: Charlotte Frances Cole '82, David VanHorn Allen Doyle, Thomas Patrick Kelly III, Karen Elisabeth Roehr, Timothy Michael Wilson.

Olin Fellowship for Women: Karen Elisabeth Roehr.

Rotary District 779 Graduate Scholarship (1982-1983): Barbara Sawhill.

Nathan Webb Research Scholarship in English: Barrett Fisher II '80.

Law and Medicine

Garcelon and Merritt Fund Scholarships: Harry Theodore Anastopoulos '79, Eric Briggs Arvidson '80, Robert Joseph Campbell '78, David Alan Goldschmitt '78, Daniel Mark Joyce '79, Brian Michael Jumper '79, Lawrence Charles Kaplan '72, John Geoffrey Keating '68, Joel David LaFleur '79, Lee Todd Miller '78, Scott Douglas Mills '79, Philip Joseph Molloy '74, David Charles Moverman '78, Michael Gordon Pinette '79, Mark Dennis Schlesinger '78, Howard Andrew Selinger '79, Richard Stanton Sprague, Jr. '79, Michael Lee Whitcomb '76.

Lee G. Paul Scholarship: Cornelius James McCarthy '79.

Robinson-Davis Fund Scholarships: Nancy Anne Bellhouse '78, Kathleen Ellen Bourassa '79, Jean Marie Daley '80, Kimberly Ann Foster, Mark Vincent Franco, Denis Michael King '79, Susan Jane O'Donnell '79, Charles Rodney Patton, James Michael Roux.

General

ITT/Fulbright Fellowship: David Alston Beal.

Watson Fellowships: Michael David Largey, Harris Gray Rubin '80, Barbara Brigitte Walker '80.

Undergraduate Awards

Commencement Awards

Goodwin Commencement Prize: Edith Anne Smith.

Class of 1868 Prize: Charles Rodney Patton.

Andrew Allison Haldane Cup: Daniel Burke Spears.

Alternate Commencement Speaker: James Bruce Aronoff.

Class Marshal: Tracy Jean Burlock.

Departmental Prizes

Edgar O. Achorn Prize in Religion: Nina Frank '83, Matthew T. Fisher '84.

Lea Ruth Thumim Biblical Literature Prize: Thomas Durham Battle.

Copeland-Gross Biology Prize: Bertrand Garciá-Moreno Esteva.

Donald and Harriet S. Macomber Prize in Biology: James Andrew MacLean.

U.S. Chemical Rubber Company Freshman Achievement Award: Marcia Lynn Meredith '84.

American Chemical Society-Undergraduate Award in Analytical Chemistry: Holly Hamilton Goodale '82.

American Institute of Chemists Award: Ioannis Athanasiou Papayannopoulos.

Merck Index Award: Douglas Randall Scott.

Philip W. Meserve Prize in Chemistry: Mark John Girard '82.

William Campbell Root Award: William Bryson Heuer, Vasgen Aram Shamamian.

Nathan Goold Classics Prize: Julia Ransom Farnsworth.

Noyes Political Economy Prize: Roger D. Barris, Thomas L. Sabel.

Academy of American Poets' Prize: David Alan Kovner.

Brown Composition Prizes: 1st: Walter Howard Hunt; 2nd: Bathsheba Wheaton Veghte '81.

General R. H. Dunlap Prizes: 1st: Amy Caroline Johnson '84; 2nd: Scott Budde, Karen Elisabeth Roehr.

Hawthorne Prize: Floyd Elliot.

Poetry Prize: David Scott Walker '80.

Pray English Prize: Elizabeth Anne Wheeler.

Forbes Rickard, Jr., Poetry Prize: Lisa Knight Hill.

David Sewall Premium: Kaoru Umino '84.

Mary B. Sinkinson Short Story Prize: Michael Lowell Berry '82.

Bertram Louis Smith, Jr., Prize in English Literature: Marc Ray Silverstein '82, Gregory B. Stone '82.

Hiland Lockwood Fairbanks Prizes in Public Speaking: (English 10) 1st: Charles Rodney Patton; 2nd: Nicholas Manning Hill.

Stanley Plummer Prizes: 1st: Deborah Ann Ellwood '83; 2nd: Roger D. Barris.

Goodwin French Prize: Jane Hale Warren '84.

Eaton Leith French Prize: Paula Michele Gesmundo '83.

Charles Harold Livingston Prize in French: Nancy Leigh Watkins.

The Old Broad Bay Prizes in Reading German: David Alston Beal, Daniel McGowan Hays '83, Camille Marie Babineau '84.

Philo Sherman Bennett Prize for Best Essay on Principles of Free Government: Angela Tarrae Anastas.

Jefferson Davis Award: David Kenneth Spencer '80.

Fessenden Prize in Government: David Alan Davis.

Sewall Greek Prize: Thomas Emmett Walsh, Jr. '83.

Class of 1875 Prize in American History: Andrew Monroe Cole.

James E. Bland History Prize: David VanHorn Allen Doyle.

Hannibal Hamlin Emery Latin Prize: Herman Frank Holbrook II.

Sewall Latin Prize: Michael Scott Carter '83.

Edward Sanford Hammond Mathematics Prize: Vivian Siegel.

Smyth Mathematics Prizes: Wilmot Reed Hastings, Jr. '83, Thomas Andrews Downes '82, Andrea Oser '82, David Allen Schafer.

Art History Junior-Year Prize: Julie Louise McGee '82.

Sue Winchell Burnett Music Prize: Charlotte Frances Cole '82, Michael David Largey.

Philip W. Cummings Prize in Philosophy: Jeffrey Woodard Hull.

Edwin Herbert Hall Physics Prize: Mark William Miller '83.

Sumner I. Kimball Prize for Excellence in Natural Sciences: Vivian Siegel.

Noel C. Little Prize in Experimental Physics: Timothy Michael Wilson.

Fritz C. A. Koelln Research Fund Fellowship: David S. McMillan, David Allen Schafer.

Edward E. Langbein Summer Research Grant: James Andrew MacLean.

Earle S. Thompson Student Fund: Leonardo Joseph Galletto '82, David Brian Weir '82.

James Bowdoin Cup: Kendall Stuart Harmon '82.

Orren Chalmer Hormell Cup: Laura Margaret Bean '83.

Roliston G. Woodbury Memorial Award: John Charles Karris.

Society of Bowdoin Women Athletic Award: Julia Loveland Leighton.

Leslie A. Claff Track Trophy: Douglas Lee Ingersoll.

Annie L. E. Dane Trophy: Jessica Leigh Birdsall.

Francis S. Dane Baseball Trophy: Kevin L. Rand.

William J. Fraser Basketball Trophy: Andrew Peter Brown '82.

Lucien Howe Prize: Herman Frank Holbrook II.

Winslow R. Howland Football Trophy: Daniel Joseph Looney, Jr. '83.

Elmer Longley Hutchinson Cup (Varsity Track): Douglas Lee Ingersoll.

Samuel A. Ladd Tennis Trophy: Kendall Stuart Harmon '82.

George Levine Memorial Soccer Trophy: Michael Joseph Collins.

Robert B. Miller Trophy (Swimming): Peter James Lynch.

Hugh Munro, Jr., Memorial Trophy (Hockey): William Earl Provencher '81.

Paul Nixon Basketball Trophy: Michael Andrew McCormack.

Col. William Henry Owen Premium: Thomas Patrick Kelly III.

Wallace C. Philoon Trophy (Football): Rocco Gerard Ciocca '82.

William J. Reardon Memorial Football Trophy: Emmett Eugene Lyne.

Reid Squash Trophy: Jeffrey Michael Colodny '83.

Franklin Delano Roosevelt Cup: Melissa Romaine Roderick '83, Frederick Folger Tuggle '82.

Harry G. Shulman Hockey Trophy: Stephen Charles McNeil.

Lucy L. Shulman Trophy: Karinne Rae Tong.

Paul Tiemer, Jr., Men's Lacrosse Trophy: Philippe Andre Frangules.

Abraham Goldberg Prize: Mary Gentry Noble.

Bowdoin Film Society Awards (English 13): *Best comedy,* Rena Ellen Glickman, Priscilla Ruth Hubley, Helen E. Pelletier, Gretta Jane Wark; *best documentary,* John Christopher Arnholz, William Earl Provencher '81, Mark Rabitor, Anthony Guy Vischer '81; *best dramatic,* Gayle Sandra Brodzki, David Coleman Cenek, David Alan Kovner, Lisa Jo Rosen; *best cinematography,* John Christopher Arnholz, William Earl Provencher '81, Mark Rabitor, Anthony Guy Vischer '81; *best sound,* Lawrence Alan Bock, Andrew James Holman; *best editing,* Elizabeth Katherine Glaser, Barbara Sawhill; *best film,* John Christopher Arnholz, William Earl Provencher '81, Mark Rabitor, Anthony Guy Vischer '81.

Masque and Gown One-Act Play Prizes: *Playwright,* David Scott Walker '80; *director,* Michael Frederick Schurr '83; *actress,* Valerie Clare Brinkman '83; *actor,* Neel Mckay Keller '84.

Director of Theater Special Award: Andrew Howarth, John Charles Karris, Charles Michael Vassallo.

Alice Merrill Mitchell Prize: Mark W. Coffin, David Scott Walker '80.

William H. Moody Award: Christopher Lawrence Doyle.

George H. Quinby Award: Adam William D. Bock '84, Rachel Mary Boylan '84.

The Bowdoin Orient Prize: James David Hertling '83.

Surdna Foundation Undergraduate Research Fellowships: Kiyoko Asao, John Dutton Baxter, Lawrence Alan Bock, Caroline Foote, Joel Edward Richardson, James Michael Roux, Douglas Randall Scott, Eric Lewis Weinshel, Timothy Michael Wilson.

Bowdoin Undergraduate Instructional Fellowships: John Lewis Corey '82,

Thomas Andrews Downes '82, David William Luchak, Ioannis Athanasiou Papayannopoulos, Marc Ray Silverstein '82.

Prizes in General Scholarship

Brooks-Nixon Prize: Richard Allen Udell '80.

Almon Goodwin Phi Beta Kappa Prize: Andrea May Bescherer, Julia Ransom Farnsworth.

George Wood McArthur Prize: Julia Ransom Farnsworth.

Leonard A. Pierce Memorial Prize: Andrea May Bescherer.

Harry S. Truman Scholarship: Cheryl Ann Foster '83.

Brown Memorial Scholarships: Kristen Vreeland Kolkhorst '82, Pamela Joette Cote '83, Matthew John Monaghan '84.

Alumni Organizations

ALUMNI ASSOCIATION

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree, to those holding Bowdoin degrees, and to anyone elected to membership by the Executive Committee of the Alumni Council.

The officers of the Alumni Council are ex officio the officers of the Alumni Association. The Council Members-at-Large, Directors of the Alumni Fund, Faculty Member, Treasurer, Secretary of the Alumni Fund, and Director of Alumni Relations serve as the Executive Committee of the Council and the Association.

ALUMNI COUNCIL

Officers: Deborah J. Swiss '74, president; Robert M. Farquharson '64, vice president; David F. Huntington '67, secretary and treasurer.

Members-at-Large: Term expires in 1982: David L. Cole '61, Alfred D. Nicholson '50, J. Stephen Putnam '65, Deborah J. Swiss '74. Term expires in 1983: H. Willis Day, Jr. '47, Robert M. Farquharson '64, Leon A. Gorman '56, Barbara A. Tarmy '75. Term expires in 1984: Thomas H. Allen '67, Raymond Babineau '59, David M. Carlisle '61, Elizabeth C. Woodcock '76. Term expires in 1985: Daniel F. Hanley, M.D. '39, Laurie A. Hawkes '77, John I. Snow '57, Timothy W. Warren '45.

Other members of the Council are the editor of the *Bowdoin Alumnus,* a representative of the faculty, representatives of recognized alumni clubs, and three undergraduates.

ALUMNI FUND

One of the principal sources of endowment and income has been the alumni. The Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $15,322,807 for the current purposes and capital needs of the College through June 1981.

Officers: Raymond A. Brearey '58, chairman; Richard P. Caliri '67, vice chairman; Robert M. Cross '45, secretary.

Directors: Raymond A. Brearey '58 (term expires in 1982), Richard P. Caliri '67 (term expires in 1983), Frank J. Farrington '53 (term expires in 1984), William F. Springer '65 (term expires in 1985), Charles E. Hartshorn, Jr. '41 (term expires in 1986).

ALUMNI COUNCIL AWARDS

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the person who, in the opinion of alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipient in 1981 was C. Cabot Easton '48.

Alumni Award for Faculty and Staff: Established by the Alumni Council in 1963, it is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni." The award is made at the annual Homecoming Luncheon in the fall and consists of a Bowdoin clock and a framed citation.

The recipient in 1981 was Professor William D. Geoghegan.

Distinguished Bowdoin Educator Award: Established in 1964 to recognize outstanding achievement in education by a Bowdoin alumnus in any field and at any level of education, except alumni who are members of the Bowdoin faculty and staff, the award consists of a framed citation and $500.

The recipient in 1981 was John F. MacMorran '46.

ALUMNI FUND AWARDS

Alumni Fund Cup: Awarded annually since 1932, it is given to the class with the highest performance score, which is based on participation and percentage of dollar goal achieved. The award is presented in the fall.

The recipient in 1980 was the Class of 1938, S. Kirby Hight, agent.

Class of 1916 Bowl: Presented to the College by the Class of 1916 in 1959, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 1980 was the Class of 1916, John L. Baxter, agent.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 1980 was the Class of 1970, John D. Delahanty, agent.

Edwards Trophy: Awarded annually to that one of the ten youngest classes attaining the highest percentage of its dollar goal, this trophy honors the memory of Robert Seaver Edwards '00.

The recipient in 1980 was the Class of 1977, Laurie A. Hawkes, agent.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class graduating more than

fifty-five years ago which finishes with the highest performance score, based on both participation and percentage of dollar goal achieved.

The recipient in 1980 was the Class of 1917, Robert N. Fillmore, agent.

BOWDOIN ALUMNUS

Published four times a year at the College, the *Bowdoin Alumnus* is the magazine of the Bowdoin Alumni Association and is sent without charge to all alumni. It contains articles and news items relating to events at the College as well as news of alumni, alumni clubs, and Alumni Council activities. Established in 1927, it is currently edited by David F. Huntington '67.

BOWDOIN ALUMNI SCHOOLS AND INTERVIEWING COMMITTEES (BASIC)

BASIC is a volunteer association of about 450 alumni throughout the country who are representatives of Bowdoin to prospective students and their parents. Often the Admissions Office asks a BASIC volunteer to interview an applicant when distance or time precludes a visit to Brunswick.

Those interested in becoming part of the BASIC organization should contact Thomas L. Deveaux, Associate Director of Admissions.

SOCIETY OF BOWDOIN WOMEN

The Society of Bowdoin Women was formed in 1922. Its purpose is to provide "an organization in which women with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

The society has made specific gifts to the College, such as silver and china for the presidents' house. In 1961 it established the Edith Lansing Koon Sills Lecture Fund, honoring Mrs. Kenneth C. M. Sills, wife of a former president of the College, and in 1971, following the decision to admit women undergraduates, the society created a scholarship fund restricted to qualified women students. In 1980-1981 it gave three scholarships and an athletic award to undergraduates. Contributions have also been made to the Elisabeth Clark Wilder Scholarship Fund in memory of Mrs. Philip S. Wilder, a former president and longtime member of the society. Funds have also been used to increase the scholarship endowment; to add to the Daggett Book Fund in memory of Mrs. Athern P. Daggett, the vice president-at-large at the time of her death; to purchase equipment for the Office of Career Services; and to cosponsor the New York Contemporary Choreographers Series.

Membership is open to any interested woman by the payment of annual dues of $3.00. The programs and activities are made possible by the dues, contributions, and bequests.

Officers: Mrs. Robert C. (Joan) Shepherd, president; Mrs. Theodore E. (Betsy) Davis, vice president; Mrs. Paul L. (Ellen) Nyhus, vice president-at-large; Mrs. James R. (Judy) Flaker, secretary; Mrs. Robert B. (Ann) Williamson, treasurer; Mrs. Robert H. (India) Weatherill, assistant treasurer; Mrs. John M. (Joan) McGorrill, hospitality chairman; Mrs. Mark L. (Sybil) Haley, assistant hospitality chairman; Mrs. Payson S. (Judie) Perkins, membership committee chairman; Mrs. W. David (Anna) Verrill, nominating committee chairman.

Index

Abraxas Award, 257
Academic Calendar, v-vi
Accident and Medical Insurance, 51
Activities, Extracurricular, 236-241
Activities Fee, 50
Adams Hall, 33
Adams Lecture Room, 35
Adjunct Faculty, 27
Administrative Officers, 28-32
Administrative Offices and Hours, 49
Admission to College, 52-57
  Advanced Standing, 55-56
  Application Fee, 54
  Application Procedure, 53-57
  Interviews, 55
  Prematriculation Scholarship Procedure, 59
  Recommendations, 54
  Secondary School Report Form, 54
  Special Students, 57
  Transfer Students, 56-57
Advising System, 101
Afro-American Center, 38
Afro-American Society, 239
Afro-American Studies, 104, 109-111
Aid, Financial, 58-98
  Annually Funded Scholarships, 88-93
  Basis of Award, 59
  Endowed Scholarships, 68-88
  General Scholarships, 60
  Graduate Scholarships, 60, 94-96
  Loan Funds, 96-97
  Prematriculation Scholarships, 57, 59
  Student Book Fund, 98
Alumni
  Association, 279
  Awards, 280
  Council, 279
  Fund, 279
  House, Cram, 36
  Magazine, 281
  Scholarships, 88
  Schools and Interviewing Committees, 281
  Total Number Living, 51
Alumnus, Bowdoin, 281
Anthoensen Collection, 214
Anthropology, Courses in, 207-209
Appleton Hall, 33-34
Appointments, Prizes, Awards, 269-278
Archaeology, Courses in, 127-128
Architectural Studies, 104-105
Art, Courses in, 111-119
Art Building, Walker, 41
  Notable Collections in, 229-231
Ashby House, 34
Astronomy, Courses in, 187
Athletic Fields
  Pickard Field, 39
  Whittier Field, 37
Athletics, 210-211

Banister Hall, 35
Baxter House, 34
Berry Special Collections Suite, 41
Bethel Pt. Marine Research Station, 261
Bills, College, 49
  Payment of, 49
Biochemistry, 164
Biology, Courses in, 119-123
Bliss Room, 215
Board, Cost of, 50
Book Funds, 215-228
Bookstore, 237
Bowdoin Alumni Schools and Interviewing Committees (BASIC), 281

Bowdoin, James
  Day, 258
  Earliest Patron, 3
  Private Library of, 212, 214
Bowdoin College, Historical Sketch, 3-6
Bowdoin College, Purpose of, 1-2
Bowdoin Film Society, 239
Bowdoin Gay-Straight Alliance, 239
Bowdoin Opinion Polling Organization, 239
Bowdoin Polar Bear, Statue of, 42
Bowdoin Prize, 246
Bowdoin Scientific Station, 261-262
Bowdoin Women's Association, 239
Breckinridge Public Affairs Center, 262
Brown Lobby, 42
Bugle, Bowdoin, 239
Buildings and Campus, 33-48
Burnett House, 34
Burnett Room, 35

Calder Mobile, 42
Calendar, Academic, v-vi
Camera Club, 237
Campus and Buildings, 33-48
Career Services, 242
Catlin Path, 42
Celtic-American Society, 239
Chamberlain Hall, 34
Chamberlain, Joshua Lawrence, 4
Chapel, 34-35
Chase Barn Chamber, 35
Chase Memorial Lamps, 42
Chemistry, Courses in, 123-126
Cheerleaders, 239
Chimes, The College, 35, 43
Class campus gifts, 35, 42-44
Class of 1928 Faculty Research Fund, 258
Classics, Courses in, 127-129
  Greek, Courses in, 129
  Latin, Courses in, 129
Cleaveland Hall, 35
Cloudman Fountain, 44
Coe, Dudley, Infirmary, 35
  Shumway Wing, 35
Coffin Reading Room, 44
Colbath Room, 44
Coleman Farm Banding Station, 262
Coleman Hall, 34
Coles, James Stacy, 5
Coles Tower, 35-36
College Bills and Fees, 49
College Board Tests, 54, 55
College Entrance Examination Board, 53, 54, 55-56
College Scholarship Service, 53, 57
Committees
  Faculty, 24-26
  Governing Boards, 12-14
Composition, Importance of, 101-102
Computing Center, 37
Copeland House, 36
Courses of Instruction, 109-209
Cram Alumni House, 36
Credit/Fail Option, 100
Curricular Requirements, 99
Curriculum, 99-108
Curtis Memorial Organ, 35
Curtis Room, 44
Curtis Swimming Pool, 36

Daggett Lounge, 44
Dana Laboratory, 35
Dance and Drama, 232-233
  Courses in, 140-141
Dance Studio, 211
Dane Flagpole, 44
Dayton Arena, 36
Dean's List, 100
Deficiency in Scholarship, 100-101
Degrees
  Conferred in May 1981, 264-268
  Requirements for, 99
  Total Number Conferred, 51
  With Distinction, 104
    Conferred in 1981, 269-271

Departmental Honors, 104
  Awarded in 1981, 271-272
Dining Accommodations, 237
Dormitories, 33-34
  Cost of Rooms, 50
Drama, 140, 232-233, 240
Dudley Classroom, 44

Economics, Courses in, 130-136
Education, Courses in, 136-137
Employment, Student, 59-60, 242
Endowed Scholarships, 66-88
English, Courses in, 137-143
Enrollment, 5
Enteman, Willard F., 6
Environmental Studies, 105, 143-144
Examinations, 99-100
Expenses, College, 49-51

Faculty, Committees of, 24-26
Faculty Development Fund, 258
Faculty Research Fund, 258
Faculty Room, 38
Failure in Courses, 100-101
Fees, 49-51
  Activities, 50
  Admission, Application, 54
  Room and Board, 50
  Study Away, 49-50, 106-107
  Tuition, 49-50
Fessenden Conference Room, 44-45
Financial Aid, 58-98
Flagpole, Memorial, 46
Foreign Student Association, 239
Fraternities, 238
French, Courses in, 197-199
Fuller Reading Room, 45

Gardner Bench, 45
General Information, 49-51
General Scholarships, 59
Geology, Courses in, 145-146
German, Courses in, 146-149
Getchell House, 36
Gibson Hall of Music, 36-37
Gibson-Bird Electric Scoreboard, 37
Governing Boards, 7-14
Government and Legal Studies,
  Courses in, 149-153
Grades
  Method of Computing, 100
  Reports, 100
Graduate Scholarships, 60, 94-96
  Arts and Sciences, 94-96
  Law and Medicine, 95-96
Grandstand, Hubbard, 37
Greason, A. LeRoy, 6
Greek, Courses in, 129
Greene Suite, 45
Gross, Alfred O., Fund, 259-260
Gymnasium, Morrell, 38
  Sargent, 40

Ham House, 37
Harpswell Street Apartments, 37
Hawes Memorial, 36
Hawthorne-Longfellow Hall, 37
Hawthorne-Longfellow Library, 37, 212-228
Health Care, 51
  Accident and Medical Insurance, 51
Health Professions, 105
Historical Sketch, 3-6
History, Courses in, 154-163
Hockey Arena, Dayton, 36
Honor System, 236
Honorary Degrees, 1981, 268
Honors
  Departmental, 104
  General, 104
Honors in Subjects
  Awarded in 1981, 271-272
  Requirements for, 104
Honors Project, 104
Hospital, 35

Howell, Roger, Jr., 5-6
Hubbard Grandstand, 37
Hubbard Hall, 37-38
Hutchinson Lounge and Terrace, 45
Hyde Athletic Building, 40
Hyde, William DeWitt, 4-5
Hyde Hall, 34

Incompletes, 100
Independent Language Study, 105, 163
Independent Study Project, 103
Independents, 238
Infirmary, Dudley Coe, 35
Information, General, 49-51
Information Center, 39, 237
Instruction
  Courses of, 109-209
  Officers of, 15-27
Interdepartmental Majors, 102-103, 109-111, 143-144, 163-165
Interdepartmental Studies, 165-166
Interfraternity Council, 240
Italian, Courses in, 199-200

Johnson House, 35, 38

Kamerling Society, 240
Kellogg Tree, 45
Kent Island, 261-262
Koelln Research Fund, 260
Koelln Room, 45
Kresge Laboratory, 35

Lancaster Lounge, 45
Langbein Summer Research Grant, 260
Language Laboratory, 40
Latin, Courses in, 129
Law Scholarships, 95-96
Leave of Absence, 101
Lectureships, 243-245
Legal Studies, 105-106
  Courses in, 149-153
Library, 212-228
  Book Funds, 215-228
  Susan Dwight Bliss Room, 215
Little Bibliography and Card Catalogue Area, 45-46
Little-Mitchell House, 38
Little Ponds Wildlife Sanctuary, 46
Living and Dining, 237
Loan Funds, 96-97

McCann Music Lounge, 46
McKeen, Joseph, Administration of, 3
McLaughlin Study, 46
Magee Track, 37, 46
Magee Training Room, 46
Maine Hall, 34
Major Program, 102-103
Major with Honors, 104
Map, Campus, *facing*, 32
Marine Laboratory, 46
Masque and Gown, 232-233, 240, 252, 253
Massachusetts Hall, 38
Mathematics, Courses in, 166-173
Matriculants, 51
Mayflower Apartments, 38
Meddiebempsters, 233, 240
Medical Scholarships, 95-96
Memorial Flagpole, 46
Memorial Hall, 38, 232-233
Memorials, 42-48
Miscellania, 233, 240
Mitchell House, 38
Mitchell Lounge, 46
Moore Hall, 34
Morrell Gymnasium, 38
Morrell Office, 46
Motor Vehicles, Regulation of, 51
Moulton Union, 38-39, 237
Murlo Summer Program, 106
Museum of Art, 229-231
Music
  Chamber Orchestra, 233, 240
  Chorale, 233, 240
  Concerts and Recitals, 233-235

Courses in, 173-179
Summer School, 178-179, 234-235

New England Association of Schools and Colleges, 51
Niven Memorial Fund, 246
Nixon Lounge-Conference Room, 46-47

Observatory, 39
Off-Campus Study, 107-108
Foreign, 106
Domestic, 106-107
Office Hours, 49
Officers of Administration, 28-32
Officers of Government, 7-14
Officers of Instruction, 15-27
Organ, Curtis Memorial, 35
Orient, The Bowdoin, 240, 252
Outing Club, 240
Overseers, Board of, 9-12

Packard Gateway, 47
Peary-MacMillan Arctic Museum, 37, 231
Performing Arts, 232-235
Peucinian Room, 47
Phi Beta Kappa
Appointments, 269
Basis of Election, 257
Prize, 247
Philosophy, Courses in, 179-184
Physical Education, Athletics, 210-211
Physics and Astronomy, Courses in, 184-188
Pickard Field, 39
Pickard Field House, 39
Pickard Theater in Memorial Hall, 38-39, 232-233
Pickard Trees, 47
Pierce Reading Room, 47
Pike, Sumner T., Fund, 259
Pine Street Apartments, 37
Polar Bear, Statue of, 42
Preengineering Programs, 107
Premedical Studies, 105
President and Trustees, The, 7-8
Presidents' Gateway, 47
Presidents' House, 39
Prizes and Distinctions, 246-260
Awarded in 1981, 269-278
Proctors, Board of, 239
Psychobiology, 165
Psychology, Courses in, 188-192
Purpose of the College, 1-2

Quill, 240

Radio (WBOR), 43, 240-241
Refunds, 51
Registration, 49
Religion, Courses in, 192-196
Religious Life, 24
Reports of Grades, 100
Requirements
Admission, 52-57
Composition, 101-102
Degree, 99
Honors in Subjects, 104
Major Program, 102-103
Residence, 101
Research, Educational, and Conference Facilities, 261-263
Residence Requirement, 101
Rhodes Hall, 39
Robinson, F. C., Gateway, 47
Robinson, W. E., Gateway, 47
Romance Languages, Courses in, 196-201
French, Courses in, 197-199
Italian, Courses in, 199-200
Spanish, Courses in, 200-201
Rooms, Applications for, 50
Cost of, 50
Russian, Courses in, 201-202

Sargent Gymnasium, 40
SCATE, 241
Schedule of Classes, 109-205

Scholarships, Loans, and Financial Aid, 58-98
Graduate Study, 94-96
Incoming Freshmen, 58-60
Law School, 95-96
Loan Funds, 96-97
Medical School, 95-96
Undergraduate, 60-93
Scholastic Aptitude Test, 53, 54, 55-56
Searles Science Building, 40
Shumway Tree, 47
Shumway Wing, Infirmary, 35
Sills, Kenneth C. M., 5
Sills Hall, 40
Simpson Memorial Sound System, 47-48
Smith Auditorium, 40
Smith, Winfield, House, 40
Social Code, 236-237
Society of Bowdoin Women, 281-282
Sociology, Courses in, 203-207
Spanish, Courses in, 200-201
Special Students, 57
Speech Center, 40
Speech, Courses in, 139-140
Standing, Advanced, 55-56
Statistics, 51
Student Activity Fee, 50
Student Assembly, 238
Student Book Fund, 98
Student Designed Major, 103
Student Employment, 59-60, 242
Student Judiciary Board, 238
Student Life and Activities, 236-241
Student Representatives
Faculty Committees, 24-26, 238
Governing Boards, 13, 238
Student Union Committee, 237
Summer School, Music, 178-179, 234-235
Surdna Foundation Undergraduate Research Fellowship Program, 259
Swan Faculty Room, 38
Swimming Pool, Curtis Memorial, 36

Teaching (as a career), 108, 136-137
Telephone Switchboard, 49
Terms and Vacations, v-vi, 49
Thayer Speech Center Fund, 40
Theater, Pickard, 38-39, 232-233
Thorndike Oak, 48
Thymes, The Bowdoin, 241
Transfer Students, 56-57
Trustees, 7-8
Tuition, Cost of, 49-50
Method of Payment, 49
Turner Tree, 48
Twelve College Exchange, 108

Undergraduate
Activities, 236-241
Employment, 59-60, 242
Research Assistance, 259-260

Vacations, v-vi, 49
Visual Arts Center, 41
Voluntary Service Programs, 241

Walker Art Building, 41
Collections in, 229-231
WBOR, Radio Station, 43, 240-241
WCBB-TV, 262-263
Wentworth Hall, 41
Wentworth Laboratory, 35
White Key, 241
Whittier Field, 37
Wilder Cataloguing Room, 48
Winthrop Hall, 34
Women's Resource Center, 40, 239
Woodruff Room, 48

Young Memorial Fireplace, 47

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